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# Certain housing conditions and activities of Negro girls enrolled in federally aided schools in Texas as one index of their educational needs

Ada Yerwood  
*Iowa State College*

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CERTAIN HOUSING CONDITIONS AND ACTIVITIES OF NEGRO GIRLS  
ENROLLED IN FEDERALLY AIDED SCHOOLS IN TEXAS AS ONE  
INDEX OF THEIR EDUCATIONAL NEEDS

167 By

Ada Marie Yerwood

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A Thesis Submitted to the Graduate Faculty  
for the Degree of

MASTER OF SCIENCE

Major Subject - Home Economics Education

Signatures have been redacted for privacy

College



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## INTRODUCTION

One of the major problems of the Negro home economics teachers in Federally aid schools in Texas is to determine how their courses may contribute most to the development of the high school girl, her family, and society. The State supervisors have suggested that a home survey may be one method of discovering some of the needs of those to be served. This study is an attempt to show one way the home survey may be used as an aid in the solution of this problem.

A five year program of curriculum revision for Texas was organized in 1933-34. According to a statement made by Fred C. Ayer<sup>1</sup>, General Curriculum Consultant, the approach to the revision of the curriculum is the type which may encourage experimentation, and guarantee the freedom essential to local initiative and needs. As an aid in understanding the philosophy supporting this assumption, a brief discussion by Ayer of the six principles governing curriculum revision follows:

1. The curriculum shall provide educative experiences adapted to the fundamental needs of each child of whatever race, type, or mental aptitude.
2. The curriculum shall provide educative experiences for effective participation in social life and which will serve to perpetuate and improve the ideals and

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<sup>1</sup>Ayer, Fred C. Major purposes and guiding principles in the curriculum revision program. Texas Department of Education. Bulletin 354. Austin, Texas. February, 1936. p. 10-18.

practices of our democratic society.... Social life provides the medium for the highest types of individual development....

3. The curriculum shall be conceived as a body of dynamic experiences....not a fixed body of subject-matter to be memorized....or a set of selected skills to be mastered....must be linked more closely with needs and problems found in the learner's immediate physical and social environment.
4. The curriculum shall be conceived as a program of study and activity subject to teacher guidance.
5. The curriculum revision program shall be conceived as an experimental program....The more drastic changes in the curriculum may wisely be left for the experimentation and evaluation in those schools which are favorably situated with reference to leadership and resources....
6. The curriculum shall not be subverted to special interests....Advice and aid will be welcome from many and all sources: private, commercial, political, religious, patriotic, or whatever type; so long as its giving involves no special privilege, spread of propaganda, or indoctrination of ideas or sentiments inimical to the best interests of the State of Texas, its people, and what its democratic inception and subsequent history stands for.

As a part of this extensive program, many experiments are in operation in different parts of the State. However, only two county-wide experiments were in progress among Negroes in 1934-36, one in Houston County and one in Cass County. These were sufficiently encouraging the first year, (1934-35) according to the report of Superintendent L.A. Woods<sup>2</sup>, in an address delivered before a joint session of the white and Negro State Teachers Associations in December, 1935, to warrant their con-

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<sup>2</sup>Texas Department of Education. Negro Education in Texas. Bul. 343. Austin, Texas. March, 1935. p. 70.



tinuation and to add to the list, Lee County for the same type of experiment. In each of these places, surveys similar to this one were made, and educational programs based upon the data revealed were suggested. The county-wide experiments have as ✓ their purpose the coordination of all the forces engaged in educational work of any nature, and in any individual community into a unified program for the advancement of the needs of the people of the community as revealed by the survey. The forces engaged in these studies and curriculum adjustments are the teachers, the ministers, the missionary society presidents, the county agriculture and home demonstration agents, the county health nurse, the Jeanes supervisor, and the vocational teachers.

The Director of Home Economics at Prairie View College suggested that this study may result in a birds-eye-view of the communities where vocational teachers work or are likely to work, and thus afford helpful material to be used in problems typical of the State, of certain districts or counties and of specific schools with which students and teachers may wish to become familiar.

The Director of Home Economics at Prairie View also suggested that the study may result in one source of information for persons assisting in the Texas curriculum study and revision program in determining some of the needs of the Texas Negro high school girl and her family.

The writer realizes that this study is likely to contain

many errors as to method of securing data, manipulation of data and interpretation of data, and that certain important phases of family life and social problems are not included. With keen appreciation of these limitations, it is hoped that the findings of this study may be used by the teachers in service, and teachers in training as one basis for setting up some objectives for their work, as one guide in determining the need of an adult program and indicate some of its content, and in discovering some possibilities of the annual home survey as one guide in planning the year's work. Others interested in education may find some help from this study in planning community programs for the school communities represented.

The State Supervisor suggested that if a workable program should grow out of the study, it would probably be tried in part if not wholly, in one of the schools as an experiment.

The writer will show how the home survey may serve as one of the bases for setting up objectives and planning the year's work by a treatment of the data for Belton.



## REVIEW OF LITERATURE

The writer has not been able to find records of previous surveys concerned with the status of Negro girls enrolled in Federally aided schools. However, some studies have been made which seem to have some definite relationship to this problem.

In 1932, A. Elnora Owens<sup>3</sup> made a study of the home activities and housing conditions of Negro girls enrolled in 12 county training schools in Virginia in which she attempted to discover the needs of the girls to be used as a basis for revising the course of study for rural Negro schools. Owens used the questionnaire procedure in conducting her study and concluded:

- (1) That it would seem advisable to include training in the managerial and social phases of home economics.
- (2) That because many mothers were employed, and many girls worked at home without supervision, manipulative work should be carried on in school to the stage of skill.
- (3) That home economics in high school should have as one of the major objectives the improvement of the dietetic practices of the group.
- (4) That since many of the girls will probably engage in wage-earning occupations in which household equipment is used, it would seem that training in care, selection, and use of equipment for given communities and for different incomes should be given.

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<sup>3</sup>A. Elnora Owens. Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index of their curricular needs. Unpublished Thesis. Library, Iowa State College, Ames, Iowa. 1932.



In 1934, Henry Allen Bullock<sup>4</sup>, professor of Sociology at Prairie View State College made a study of the health status of Negro families in Texas rural environment. Although the main theme of this study is health, many findings reported reveal very startling facts which should help the teachers of home economics in determining some of the content of courses in home economics, especially if she teaches sciences related to the home.

While this study was confined to Houston and Waller counties, the author stated he considered "this distribution....a normal comparison with Negroes as a whole."

Following are some of the findings of Bullock:

Of all the families studied in both counties, 28.3 per cent of the family heads were illiterate, 33.3 per cent were of elementary school status, 28.8 per cent were of high school status, and only 9.6 per cent were of college level....When the families of the two counties were pooled, we can see that 26.5 per cent do not take any periodicals at all. Only 9.4 per cent take news papers and magazines; 12.1 per cent take news papers alone and 13 per cent take magazines alone.

Housing facilities in rural sections are inadequate. These houses characteristic of the rural areas included in this study are very inadequate as to ventilation and screening. Only 4.6 per cent of the houses were partly screened and none were screened entirely.

....though 60.2 per cent of the families included 5 or more persons, only 36.3 per cent of their houses included 5 or more rooms. This means that 63.7 per cent of the houses were below five room capacity in spite of the fact that over one-half of the families included more than 5 persons. The conditions of housing appear very acute where we notice that not all of the rooms to the houses are used for

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<sup>4</sup>Henry Allen Bullock. Health status of Negro families in Texas rural environment. Proceedings of the fifth educational conference. Prairie View State College Bul. Vo. 26, No. 1. Prairie View, Texas. p. 27. 1934.



sleeping purposes. There are many instances in which the tendency to retain the "sitting room" as a special abode for company still exists.

When toilet facilities, systems of garbage disposal and water facilities are studied as indices of domestic sanitation,.....41.2 per cent had no toilets on their premises, 39.5 per cent of the families of Waller County and 56.8 per cent of those of Houston County used surface-out-door toilets. In both counties pit toilets were rare.

....In 66.3 per cent of the instances, wells were used as a source for water. Here was opportunity for contamination because these wells were often located near scattered garbage or other sources of contamination. Shallow and open wells merged with proximity to chicken coops and stables and located at the end of slanting surfaces insured this contamination. Only 3.2 per cent of the families in both counties used pumps, while 17 per cent used springs as a source of water.

John B. Cade<sup>5</sup>, Registrar at Prairie View College, assisted by Rubye L. Rush, also of Prairie View College, made a survey of rural education for Negroes in Texas in 1933. This study was made "in order to acquaint members of the Education Conference, the faculty of Prairie View and others interested in the existing educational conditions of Negroes in Texas, and especially as they exist in atypical county." This survey was reported in two parts, one on the State of Texas, and one on Waller County. For the state survey, Cade used the questionnaire method. Those questionnaires were distributed to the principals and teachers and collected by the State Department of Education. Only one phase of this study has direct bearing upon a problem of the teacher in Federally aided schools. The

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<sup>5</sup>John B. Cade. Rural Education for Negroes in Texas. Proc. of the Fourth Educational Conference. Prairie View State College Bul. Vol. 25, No. 1. Prairie View, Texas. 1933.



findings on books show that out of 318 schools "omitting 41 schools, library facilities are practically lacking in the remaining schools studied."

The United States<sup>6</sup> Census report of Negroes in the United States, 1920-32 shows that the average size of the Negro family in the United States was 3.15 persons. The report points out that "the median size of the family in the South exceeded the median size of the Negro families in the North and West."

Ira D. A. Reid<sup>7</sup>, Director of Research, National Urban League, made a study of the family life of 200 Negro families in Newark, New Jersey. The report did not describe the method used in making the study. Reid reported the median size of the families studied as 4.7 persons. The report explains that 83 per cent of the adult portions of these families were southern born.

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<sup>6</sup>U.S. Department of Commerce. Negroes in the United States 1920-1932. United States Printing Office. Washington, D.C. p. 253.

<sup>7</sup>The President's Conference on Home Building and Ownership. Negro Housing. Washington, D.C. 1931. p. 67.

### THE BELTON COMMUNITY

Belton is a small rural town with a Negro population of 502. While this study is confined to the families of the 18 girls enrolled in home economics for the year 1934-35, the principal of the school who had lived in Belton for 12 years, stated that these 18 families were typical of the Negro population of Belton.

The 18 families included in this study represented 119.6 or 23 per cent of the total Negro population of Belton. The families of the highest and lowest economic status are included and the group seems to represent a cross section of the town.

The writer spent a school term studying the families of Belton and is of the opinion that those included in this study are typical of the Negro population of Belton.

The chief occupation for Negro men in Belton at the time this survey was made was farming. Some of the men who lived in the town worked as laborers on farms. A few found employment in stores, garages and with private families.

There seemed to be more local employment for women than for men. This employment was limited to domestic service for private families and at Mary Hardin-Baylor College.

Many of the community activities were held at the school building. It is the opinion of the writer that the school is really the community center, and that there is a very close relationship between the school and the community.

Four years of home economics is required of all girls for graduation from the high school department.

The home economics teacher is required to operate a car to facilitate home visits. These factors, in the opinion of the writer, offer good opportunity to connect the school program with actual family life.



### METHOD OF PROCEDURE

Home survey blanks of the questionnaire type were furnished the teachers of home economics in Negro Federally aided schools by the Home Economics Division of Prairie View State College. The questions asked on the questionnaires were answered by all pupils enrolled in home economics in these schools.

In June, 1933, at an annual state conference of Negro home economics teachers and supervisors, the first forms for the home survey prepared by the teacher trainers at Prairie View College were studied and discussed by those present. Corrections and additions suggested by the group were made. Forms were furnished to some of the teachers of the State and a test survey was made in 1933-34. These data were not made available for general use. The forms were studied, discussed and revised again by the teachers and supervisors who attended the State conference in June, 1934, and the forms prepared which were used for this survey.

The questionnaire blanks were distributed to the teachers at the various district conferences for Vocational Home Economics Teachers and Supervisors at the beginning of the school term for 1934-35 with instructions to have pupils fill blanks in class during class time. The teachers were instructed to study the

blanks which were filled by their pupils and make necessary notes as the term progressed supplying supplementary information received through conferences and visits. These blanks were returned to the State Conference at Prairie View College in June, 1935.

Of the 88 schools that received some Federal aid in 1934-35, pupils in 52 of them supplied the desired information. Of the 49 counties that received some Federal aid, 45 counties reported. Reports for every district that received some Federal aid in 1934-35 are represented in this survey. Reports from a total of 1,643 families are included in this survey.

These data were tabulated and organized in tables to show the number and percent that answered each question and so as to present a picture of the likenesses and differences as exist in families represented in the home economics classes in schools, counties, and districts within the state. These tables present the data organized in a manner so as to permit its use by individual teachers in a particular school or community as the author uses those of Belton in making plans, so far as she is able, for an educational program to meet the needs of the girl, her family and society.

The tabulations of the separate schools and counties are not included in this report but will be made available for any teacher who wishes to use that of her school or community.

This the writer is not presenting an organized report for



all the schools, she has selected one school as an example and analyzed the material, indicating some of the needs of the girl, her family and the community. The community chosen was Belton. This particular community was selected because:

1. The author worked during the year 1934-35 in the Belton school, familiarizing herself with the situation in an effort to determine some of the needs of that specific group for the purpose of adapting the Texas course of study in homemaking, and planning a program of related science and art to fit the needs of the community.

2. The author conducted the home survey for Belton during 1934-35, supplementing the information supplied by the questionnaires with group and individual conferences with the girls and by visits to the homes of the families represented.

3. The home economics teacher at Belton is willing to work with an experiment if one is made in Belton beginning 1936-37.

4. Belton is located 65 miles from Austin, the headquarters of various curriculum revision committees: The State Board of Education, the offices of the Director of Negro Education, the Supervisor of Negro High Schools, The State Director and Supervisors of Home Economics, and the State University of Texas. Tillotson College which is a teacher training institution for Negroes offering work in home economics leading to the B.S. Degree and certificate to teach in vocational schools is also lo-

cated there. This set-up should make it possible for direct supervision from the State Department of Education and for assistance and guidance in the application of the suggested program in the event the whole, or any part of the program suggested is used as an experiment. In addition to the agencies located in Austin, Mary Hardin-Baylor College is located in Belton and much assistance and guidance can be secured from the home economics department there.

5. The author will be employed near Belton and will be available for any assistance she may be asked to give.

As these data were tabulated, needs for clarity, signs and gaps and inadequacies were carefully noted as they were found in the home survey blank used. These notes have been made available to the Division of Home Economics at Prairie View College as one basis for the revision of the form.

TABLE I.

REPORTS OF DISTRICTS, COUNTIES, AND SCHOOLS WHICH RECEIVED SOME  
FEDERAL AID IN 1934-1935

	Number received: : some aid	Number : : reported:	Number did not report
Districts	22	22	0
Counties	49	45	4
Schools	58	52	6

Table I shows that all the districts which received some Federal aid in 1934-35 were reported. Only four of the 49 counties did not report and only six of the 58 schools which received some Federal aid did not report.

Plate I shows the location and distribution of counties in



Texas which received some Federal Aid for home economics Negro schools in 1934-35. Figure 1 in the circle indicates schools which received some Federal Aid and are reported and figure 2 indicates schools which received some Federal aid and did not report.

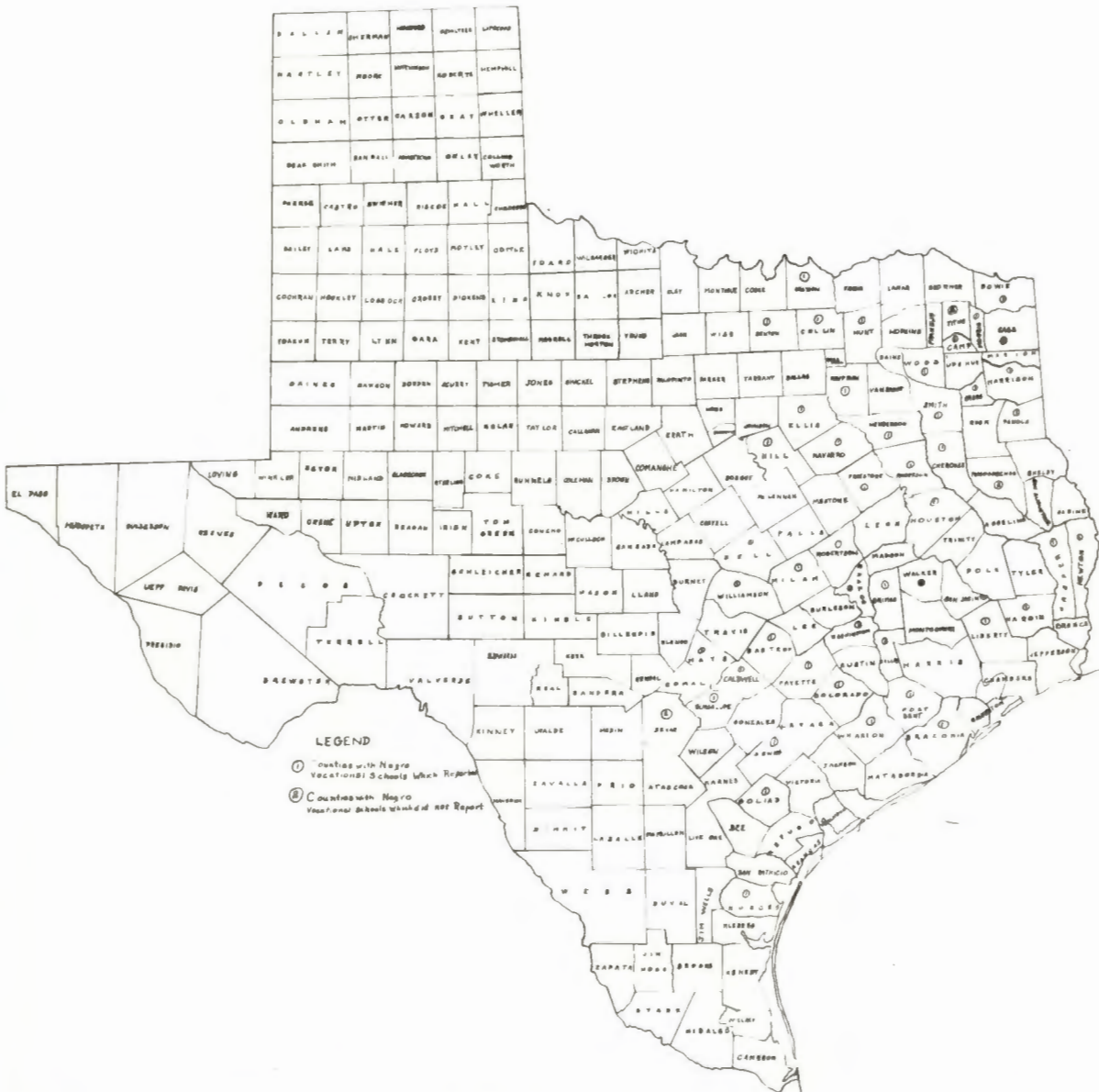


PLATE I. THE DISTRIBUTION OF COUNTIES RECEIVING FEDERAL AID  
FOR VOCATIONAL HOME ECONOMICS FOR NEGROES (1934-35).

### FINDINGS OF THE STUDY

As one means of determining some of the needs of the high school girl, it was thought wise to study the make up of her family for suggestions of how home economics may contribute most to the development of the girl and her family.

Spafford<sup>8</sup> thinks that home economics has much to offer in education for home and family life and suggests<sup>9</sup> that teachers study the members of the group with which they are to work to discover their needs.

The writer believes there exists a great interdependence between departments in the high school in relation to the development of high school pupils and their families, therefore, the reader may find instances where contributions possible from other departments are suggested. Spafford<sup>10</sup> thinks that home economics should tie up with the whole school program. The writer believes that home economics should not be expected to function alone in instances where the social, physical and economical aspects of society are in need of improvement, but that home economics, and any other field of subjects should make whatever contribution possible and wherever needed.

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<sup>8</sup> IvoI Spafford. Fundamentals in teaching home economics. John Wiley and Sons, Inc., New York. 1935. p. 326.

<sup>9</sup> Ibid. p. 81.

<sup>10</sup> Ibid. p. 54.



### Size of the Family

TABLE II

SIZE OF THE FAMILIES REPRESENTED BY THE 18 GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

Number in family	Number answered	Per cent answered
3 to 5*	7	39
6 to 10	9	50
More	2	11

\*Included one roomer.

The average size of the families represented by the 18 girls enrolled in home economics in the Belton school in 1934-35 was 6.7 persons.

When the number of persons per family in Belton is compared with the number reported in other studies, there seems to be much similarity.

Owens<sup>11</sup>, in a survey confined to 256 girls enrolled in the Negro vocational county training schools of Virginia, found the average number of persons living in the 256 homes at that time to be 6.2.

Bullock<sup>12</sup>, in reporting his findings of a survey of housing facilities in rural sections in Texas, stated that 60.2 per cent of the families included five or more persons per family.

The United States Census Report<sup>13</sup> for 1932 shows the average

11A. Elmore Owens. op. cit. p. 23-24.  
12Henry Allen Bullock. Op. cit. p. 30.  
13United States Bureau of the Census. Negroes in the United States 1920-32. U. S. Government Printing Office. Washington, D. C. p. 253.

size of the Negro family in the United States was 3.15 persons,

but modified this figure by a statement that "the median size of the family in the South exceeded the median size of Negro families in the North and West." The report also indicates that only immediate family members were counted in the compilation while the other studies mentioned included roomers and boarders.

Reid<sup>14</sup>, in a study of Negro families in Newark, New Jersey, analyzed the family life of 200 Negro families and reported the medial size of the family as 4.7 persons. The report explains that of the adult portion of these families, those 16 years of age and over, 83 per cent were southern born; implying it seems that these were families typical of the southern type. Reid did not say that roomers and boarders were included. The writer assumes that the study included only fathers, mothers, and their children.

#### Ages of the Children in the Family

The age distribution of the children in these Belton families seems to be similar to that of families reported in other studies.

TABLE III  
AGES OF CHILDREN IN FAMILIES REPRESENTED BY THE GIRLS ENROLLED  
IN HOME ECONOMICS IN THE BELTON SCHOOL

Ages	Number answered	Per cent answered
Infant to 6 years	5	23
7 to 13 "	11	61
14 to 20 "	18	100
Older	6	33

\* Roomer: a person living in a home, but in no way related to the family.

<sup>1</sup> The President's Conference on Home Building and Ownership. Negro Housing. United States Government Printing Office, Washington, D. C. p. 67.



Owens<sup>15</sup> found that 35 per cent of the families included in her study had children from one to six years and that 52 per cent had children from seven to twelve.

Bullock<sup>16</sup>, in his study of families living in Waller and Houston counties, reported that he found 71 per cent of the children were under 15 years of age but did not give the family distribution of these children.

The United States Census report<sup>17</sup> for 1932 shows there were no children under 10 years of age in 50 per cent of all the Negro families reported at the census of 1930; 16.7 per cent had one child under 10 years of age; 10.3 per cent had two children under 10 years of age.

Table III indicates that only five families had pre-school children, but the writer learned through conferences with the girls that of the 12 girls who worked for money, 10 took care of, or prepared food for pre-school children, and two did laundry for infants. In the homes of four girls, some provision was made for children's needs in furniture, and in three, play equipment was provided as indicated in the survey. The writer, by visits to the homes, found the furniture to be an occasional high chair and crib, and the play equipment to be a tree swing, or automobile tires.

The writer thinks that home economics for Belton should provide some opportunity to develop an understanding of the physical,

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<sup>15</sup> A. Elnora Owens. Op. cit. p. 73.

<sup>16</sup> Henry Allen Bullock. Op. cit. p. 24.

<sup>17</sup> U. S. Bureau of the Census. Op. cit. p. 253.

mental, and emotional development of children which should result in some technique and skill in child care and guidance.

The problems which were brought to the writer in interviews with parents and conferences with girls, indicated a need on the part of parents of understanding their adolescent children. Spafford<sup>18</sup> thinks home economics should make some contribution to the development of understanding on the part of parents, and that the study of child development by the high school girl should result in better understanding of herself. The writer thinks that in the study of child development and family relationships, the interdependence of child and parent should be made clear, and that effort should be made to bring about better understanding of each other.

Of the families represented, four girls indicated that their grandfathers lived in the home, one indicated a grandmother lived in the home and one family had a roomer in the home. The writer thinks that such circumstances may result in problems which will demand an understanding of the rights of others, especially older people living in the home.

#### Number of Rooms

The average number of rooms per house was 4.5, the average persons per room was 2. The practice of maintaining a "sitting room" as was found by Bullock<sup>19</sup> and by Owens<sup>20</sup>, was also found to

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<sup>18</sup>Ivori Spafford. Op. cit. p. 38.

<sup>19</sup>Henry Allen Bullock. Op. cit. p. 30.

<sup>20</sup>A. Elnora Owens. Op. cit. p. 31.



be true of Belton families included in this study. The reports made by the girls indicated that 17 or 94 per cent of the families studied had separate dining rooms which were also used for entertaining friends. Three or 17 per cent had separate living rooms. Fourteen or 78 per cent had combination living rooms and bedrooms; 1 or 6 per cent had a combination dining room and living room. The writer found by visits to the homes, that four homes had duofolds for sleeping purposes in living rooms and dining rooms. The average person per sleeping room at the time this survey was made was 2.5 or 3.

TABLE IV

NUMBER OF ROOMS IN THE HOMES OF GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

Number of rooms	: :	Number answered	: :	Per cent answered
4		9		50
5		4		22
6		4		22
7		1		6

The writer found by visits to the homes, that the rooms of the majority of the houses were small and that provision for light and ventilation were inadequate. The larger families tended to live in the smaller houses, and there seemed to be little or no provision for privacy.

The data indicated a crowded condition within the home which may lead to family conflicts. The writer has no available figures to show which members of the family share the sleeping rooms, but learned through home visits and interviews with parents and teachers that it was a common practice for sisters and brothers of high

school age to share bedrooms.

If these data are correct, the writer is of the opinion that home economics could make some contribution which would promote good family relationships which should minimize the chances for conflict between members of the family due to crowded conditions.

The writer thinks that members of a large family living in a small house would need to develop a keen appreciation of the rights of others and a desire to promote and maintain as harmonious an atmosphere as possible under the circumstances.

Spafford<sup>21</sup> thinks that a home economics program should contribute to more wholesome family life and an understanding of the resources of the home and their possibilities.

The writer does not think that the family should be satisfied to continue living in such a situation and thinks that the development of higher ideals of home life would probably lead them to make some effort to change. Spafford<sup>22</sup> suggested that the education of youth should result in a new concept of homemaking and changed behavior which would assist in the building of ideals of home life and family life. She<sup>23</sup> also thinks that home economics has much to offer to the education of boys and men for home and family life.

Only 6 or 26 per cent of the girls reported they had clothes closets in their homes. Owens<sup>24</sup> found that 0.24 of a closet was

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<sup>21</sup> Ivol Spafford. Op. cit. p. 71.

<sup>22</sup> Ibid. p. 44.

<sup>23</sup> Ibid. p. 7.

<sup>24</sup> A. Elmore Owens. Op. cit. p. 30.



available per person of the families she studied. The writer thinks that with crowded conditions as indicated by these data, there must be a need for storage of personal belongings and some way to increase the possibilities of personal privacy in these shared bedrooms.

It is the opinion of the writer that if cooperative projects between the agriculture and home economics departments are planned to include the construction of shelves for food containers as suggested in the discussion of Table XI, the interest might lead to the construction of screens and clothes closets.

# Condition of the Interior of the House and Furnishings

TABLE V

THE CONDITION OF WALLS, WOODWORK, AND FLOORS IN THE HOMES OF GIRLS  
ENROLLED IN HOME ECONOMICS IN THE BELTON SCHOOL

	: Number	: Per cent
	: answered	: answered
Inside walls were:		
papered	17	94
unfinished	14	78
painted	4	22
Floors were:		
plain	14	78
covered	9	50
painted	2	11
oiled	2	11
Woodwork was:		
painted	10	56
plain	9	50
stained	3	17

Although Table V shows 94 per cent of the homes had papered walls, in only one case were all the walls of the house papered.

In conference with girls and in visits to the homes, the writer found that some homes had papered walls only in the room where visitors were entertained. In two instances, all walls were papered except the kitchen.

Table V also shows 78 per cent of the homes studied had unfinished walls. Through visits to the homes, the writer found in three instances, or 17 per cent of the families, that all walls were unfinished. In one case all walls had been canvased for papering except the kitchen. The mother in the home explained that money borrowed for improvement had been spent before paper was purchased. In this case the house had been remodeled and painted. New lace curtains, which were purchased before the wall paper, were hung to the windows of the canvas walled rooms. Unwise spending as indicated in this case seemed to be a common practice among the Belton families. The writer observed frequently that money was spent for items which were not as essential as some other items which were lacking and that often available money was not distributed to meet a maximum number of needs.

Of the 22 per cent of homes which had painted walls, none had all painted walls. One had painted walls only in the bathroom, three or 17 per cent had painted walls in the kitchen.

Of the 14 or 78 per cent reporting plain floors, five or 28 per cent had all plain floors, 50 per cent had covered floors, but none had all floors covered. Only three or 17 per cent had covered kitchen floors. The two or 11 per cent reporting oiled floors and two or 11 per cent reporting painted floors had some



plain and covered floors also.

Of the 56 per cent which had painted woodwork, one had painted and stained woodwork; five had painted and plain woodwork; only two had all woodwork painted; two had some woodwork painted, some stained and some plain. Of the nine or 50 per cent reporting plain woodwork, only two had all woodwork plain.

There was no question on the survey blank relative to curtains, furniture, or accessories in the home, but the writer observed that only one of the families had curtains which were in her opinion, adequate. In the majority of cases, there were no curtains; in two instances there were no shades to some of the windows. In some of the homes, furnishings were limited to and often did not include necessary pieces of furniture. The writer found on most of her visits to the homes that members of some of the families frequently sat on beds instead of chairs and that the number of chairs in the average home was limited.

The writer also observed that the homes did not always provide sufficient mirrors and often members of the family left home without proper grooming because they either did not have adequate mirrors or because there was not adequate light by which to dress.

The writer thinks that these data indicate a need for further development of ideals and standards of home furnishings, interior decoration and house cleaning which will aid the high school girl and her family to receive a minimum of comfort and beauty from their present physical environment with a minimum amount of energy and money. It seems to the writer that it would be possible for

members of the family to construct some simple pieces of furniture at little or no cost and that furniture available could be repaired and redecorated. It seems that pictures suitable to the homes would add beauty and color and give some aesthetic inspirations to those living within the home.

### Home Ownership

TABLE VI

HOME OWNERSHIP AMONG FAMILIES OF THE 13 GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	Number answered	Per cent answered
Own homes	8	44
Rent homes	10	56

The situation represented by Table VI seems to be very similar to the findings of other studies. Bullock<sup>25</sup> found that of the 414 Negro families of Houston, Texas, which he studied, 5.8 per cent were buying homes, 19.6 per cent owned their homes, and 74.6 per cent rented their homes. He also found that superior household facilities followed ownership. In his<sup>26</sup> study of Houston and Waller counties, he found home ownership was 20 per cent and 13 per cent respectively. The renters for Houston and Waller counties were 80 and 87 per cent, respectively.

It was Bullock's<sup>27</sup> opinion that absence of ownership in

<sup>25</sup> Henry Allen Bullock. Op. cit. p. 46.

<sup>26</sup> Ibid. p. 26.

<sup>27</sup> Ibid. p. 26.



Houston and Waller counties was one cause of the mobility of the group he surveyed. The writer is of the opinion that the same is true of Belton. In an interview with the teacher of agriculture, who was the principal of the Belton school for 12 years, the writer learned that of the 10 renters, 7 had moved at least once each year. The other three had moved more than once during that time. He could not recall that those who owned their homes had moved during the time he had been living in Belton.

The writer thinks that an educational program for Belton should include a plan for changed attitudes toward home ownership which may result in some decrease in the mobile tendency of the family through home buying.

### Occupations of Parents

TABLE VII

OCCUPATIONS OF FATHERS AND MOTHERS OF THE GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	: Number :	Per cent
	: answered :	answered
Father:		
Farming	10	56
Unskilled labor	6	33
Mother:		
Domestic in the home	5	33
Domestic out of the home	9	80
Non-domestic	1	6

The classification used by Owens<sup>28</sup> in reporting a survey con-

<sup>28</sup> A. Elmore Owens. Op. cit. p. 87.

finds to 256 girls enrolled in Negro vocational training schools of Virginia was used in the classification of occupations in this study.

The occupations designated as unskilled labor area 1 janitor, 3 store porters, 1 garage helper, and 1 railroad porter. These were the only regular occupations reported for the fathers.

The out of home occupations of the mothers were: 5 laundress, 4 cooks. Only one was engaged in a non-domestic occupation, poultry raising.

Eight girls reported the occupations of their parents were regular, 10 reported that the occupations of their parents were seasonal. In designating the type of seasonal occupations of the parents, the girls listed cotton, but did not state whether they picked, planted, or chopped cotton. However, the writer is familiar enough with the situation to think that they did all three and were unemployed between activities.

The occupations of the mothers were regular in two cases and irregular in all other instances. In an effort to find out some reason for this condition, the writer interviewed women who employed Negro women as domestic servants and was told that it was not uncommon for the servants to fail to report for work without giving previous notice. This may be one cause of the irregularity of their employment. The writer, in visits to the homes got the idea that the women were not very skillful in the ordinary activities involved in homemaking and had very low standards for their work. It is her opinion that this may have had some influence on



the regularity of their employment.

While vocational home economics in the Federally aided schools is not taught with a view to providing training for gainful employment, the writer thinks that it is possible to make some contribution to the development of those persons who do go into domestic service outside of the home which would aid them in developing an attitude of responsibility necessary to hold a job permanently and develop some degree of skill in the performance of household duties.

Spafford<sup>29</sup> thinks that home economics should not neglect the opportunity to direct pupils into the channels for which they are best fitted. She<sup>30</sup> also thinks that home economics can contribute to the development of such traits as neatness, accuracy, reliability and pride in one's work.

#### Some Food Practices

TABLE VIII

FOODS RAISED BY THE FAMILIES OF THE 18 GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELFON SCHOOL

	Number	Per cent
	answered	answered
Number raising:		
Fruit	9	50
Vegetables	13	72
Chickens	14	77
Cows	12	67
Hogs	11	61

Table VIII shows that all families produced some food. The writer thinks that since the figures show nothing of the quantity

<sup>29</sup> Ival Spafford. *Op. cit.* p. 188-189.

<sup>30</sup> *Ibid.* p. 190.

of foods produced, it may be well to add that it is her opinion although all the families produce some food, none produce enough for their own needs. The writer has made frequent visits to the homes of all the families and found very few chickens, often only one hog, one cow, and vegetables only for a brief season.

The survey was made after the rainy season of the fall and practically every family had a garden with a surplus of vegetables.

At the time the survey was made, 100 per cent of the families were reported as serving green vegetables at least twice each week. The writer found that during the winter many did not serve green vegetables.

At the time this survey was made, 15 per cent of the families were reported serving eggs at least twice each week, yet during the winter months, the writer had difficulty purchasing eggs from pupils for her family's use. The pupils reported that their hens were not laying.

Table VIII shows that at the time of the survey, 67 per cent of the families had cows. The reports made by the girls showed that 89 per cent of the families served milk at least twice a week. Later in the year, the writer learned through interviews with some of the parents that several families did not have milk or had been without milk because the "cows were dry."

Table IX shows canning was done in most of the homes, but does not indicate amount or kinds of vegetables, meats, or fruits which were canned.



TABLE IX

FOODS CANNED IN THE HOMES OF FAMILIES REPRESENTED BY THE GIRLS  
ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL.

	: Number	: Per cent
	: answered	: answered
Number of homes in which meat was canned	4	22
Vegetables were canned	10	56
Fruit was canned	14	78

The writer observed that there was very little meat canned, and very little was cured. The writer also observed that vegetables canned included largely pickles of beets, cucumbers, and green and ripe tomatoes. Some families canned some wild berries and peaches, and all the families made some peach, plum, pear and grape preserves and jellies. The writer thinks that they could have canned much more than they did as there was an abundance of wild berries, grapes, and plums in the woods around Belton which their children may have gathered.

The crowded condition of the home, inadequate furnishings, small percentage of home ownership and irregularity of income indicate to the writer that these families were of low economic status and were in need of some ways of supplementing their income. The writer also thinks there are resources within their environment which can be utilized to that end.

Spafford 31 has suggested that the home economics and agriculture departments should contribute to the development of rural

31 Ivor Spafford. Op. cit. p. 331-332.

boys and girls in the ability to raise poultry and gardens. The writer thinks that the family income could be supplemented by the production of adequate produce for the family's use, by the canning of fruits, vegetables and meats in seasons of plenty and by the production of some farm products for sale.

TABLE X

SOURCES OF FOOD PURCHASED BY FAMILIES OF GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	: Number : answered	: Per cent : answered
Bought food from chain grocery	3	17
Bought food from general grocery	15	83

Table X shows that 83 per cent of the families purchased foods from general stores where foods were somewhat higher than at cash stores. This is probably due to the fact that general stores in Belton usually allow credit on long time basis. Since the average Belton family's income was irregular this was possibly the best that they could do. The 17 per cent who reported that they bought food from chain grocery stores obviously meant that they bought groceries from cash and carry stores. During the 1934-35 school term, there were no chain stores in Belton, but there were some stores which offered lower prices for cash and did not deliver goods.

The writer has no available data on food buying problems which might exist between the consumer and the merchant, but it is her opinion that there is a need in Belton for some understanding on the part of these families of the problems of the consumer and re-



tail merchant. The writer thinks that an educational program for Belton should make some contribution toward: the development of wholesome attitudes toward credit buying and cash buying which may result in more cash buying, less loss by the general grocer, an understanding of the cost of service rendered by the general grocer, and an understanding of some general consumer problems. The writer also thinks that it would probably be possible to establish some method of trade between the consumer and the merchants by which the farmers may supplement their seasonal income.

TABLE XI

QUANTITIES OF STAPLE FOODS PURCHASED BY FAMILIES OF GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	Number answered	Per cent answered
Staples bought in large quantities*	8	44
Staples bought in small quantities	7	39
Cereals purchased ready-to-serve	6	44
Cereals purchased uncooked	15	83
*Large quantities--10 lbs. etc.; small quantities, 15¢ etc.		

The girls reported that 44 per cent of their families purchased staples in large quantities and that 39 per cent purchased staples in small quantities. Through visits to the homes of families and in interviews with other teachers, the writer learned that the three or 17 per cent who did not answer received food supplies from the relief commissary in small quantities.

With the average size of the family as shown in Table II at 6.7 persons, it seems that all the families could profitably buy staples in large quantities. The fact that only four or 22 per

cent of the families had pantries might be one reason for buying in small quantities. The writer thinks that inadequate containers was probably another factor in determining the quantity of staples purchased at a time. In conferences with girls and in interviews with parents the writer found that most of the families did not have adequate storage space or containers to protect staples from weevils and worms.

The practice of purchasing uncooked cereals was to be expected with this group of large families and low economic status. Uncooked cereals seem to be cheaper. The writer found that the uncooked cereals referred to in most cases were rice, grits and oatmeal and that rice and grits were usually served with gravy for breakfast.

The writer thinks that home economics may offer some help in aiding families in devising ways of storing large quantities of staples. It is the opinion of the writer that cooperative projects between the home economics and agriculture departments could be planned to include the construction of shelves for storing canned goods which the family might accumulate during the season when there is food to can. Large cans and jars could be solicited from grocery stores, bakery shops and other places which, when decorated by the pupils, would make very attractive containers for such staples as meal, sugar, flour and lard. These could be kept on the shelves.



Some Clothing Practices

TABLE XII

SOME CLOTHING PRACTICES OF THE FAMILIES OF GIRLS ENROLLED IN  
HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	: Number : answered	: Per cent : answered
Clothing made in the home	7	39
Clothing made by mother	6	33
Clothing bought from general store	14	78
Clothing bought from mail order store	5	28

Very little clothing construction was done in the homes of the families included in this study. Of the 18 girls enrolled in home economics, 4 had had three years of home economics, 5 had had 2 years, 5 had had 1 year, yet none did any of the family's sewing. The mothers in 6 or 33 per cent of the families did some sewing; three of them had had some training. From information received in conferences and interviews with pupils and parents, the writer learned that the clothing made in the home was limited to sleeping garments and underwear for small children. In no instance was clothing for the high school girl made at home except in the case of one family who had a dressmaker come to the house to do some of the family's sewing.

Only one girl reported that garments were made over for other members of the family. The writer learned in conferences with the girls that some of them had clothing which had been given them by

women for whom they worked. These were usually of good material but needed renovation. On visits to the homes of some of these girls the writer found girls doing rough dirty work in dresses which she thought could have been renovated and worn to school and elsewhere.

During the year that the writer worked in the Belton community there were frequent sales on remnants and often on other yard goods which would have made it possible for the families to have clothing at a cheaper price if they could be constructed at home.

The writer observed that the readymade outer garments worn by the girls and other members of their families were seldom of appropriate colors for their complexion and often of material which was not suitable for the service the garments would be expected to render.

As shown by some findings previously discussed, the crowded condition of the homes, inadequate furnishings, small percentage of home ownership and irregular incomes, indicate to the writer that it is highly probable that these families had little money. The writer also thinks that the mothers and daughters in these families had sufficient time that could profitably be used in the construction and renovation of the family's clothing.

These data seem to indicate a need for training in clothing selection and construction with special emphasis on the renovation of worthwhile garments, and for some understanding and appreciation of art in dress which will develop the ability to recognize



the possibilities of garments which have been given the girls by persons of different color, temperament and social standing, and designed to be worn in a different setting. The writer thinks that there is great need for an understanding of color combinations, especially in relation to the color of the individual.

Only three of the seven who reported that some sewing was done in the home used commercial patterns, three used home made patterns, and two used no patterns. The writer thinks that it would be possible for the women and high school girls to learn to use the cheaper commercial patterns with very little assistance. The practice of using commercial patterns should result in more satisfactory garments and more confidence on the part of the learners in their ability to sew. The writer also thinks that the family income could be supplemented by the renovation of clothing given them into satisfactory garments for other members of the family.

TABLE XIII

CARE OF CLOTHING IN THE HOMES OF GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	Number answered	Per cent answered
Clothing dry cleaned at home	4	22
Patronized dry cleaning establishment	7	39
Laundry done at home for the family	18	100
Laundry done at home for others	7	39

Table XIII shows 22 per cent of the families dry cleaned some clothing at home, 39 per cent had theirs cleaned at dry cleaning establishments, 7 did not answer this question. The writer

questioned some of the girls who did not answer regarding the care of their clothing and learned that they washed most of their clothing.

All the families did their laundry at home and 39 per cent did the laundry of others. Forty-four per cent of the girls washed clothes alone, 44 per cent assisted; 67 per cent of the girls ironed clothes alone, 22 per cent assisted.

There are not available data to show the methods employed by these who did dry cleaning at home, but the writer is of the opinion that there is a need of pupils developing some understanding and manipulative skill in dry cleaning, especially in the removal of stains, grease and perspiration from clothing. Instruction in clothing care might include the study of cleaning agents and their uses. The study of inflammable solvents should include measures of safety which should be taken in their use.

#### The Surroundings

TABLE XIV

CERTAIN CONDITIONS OF THE SURROUNDINGS OF THE HOMES OF THE 18 GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

	: Number	: Per cent
	: answered	: answered
House and outbuildings are painted	8	44
House and outbuildings are unpainted	10	56

Of the 8 or 44 per cent of the families who owned their homes, only 2 or 11 per cent had unpainted houses, 7 or 39 per cent were screened entirely. The writer observed that "partly



screened" houses were characteristic of Belton homes. In some instances the doors and windows to the kitchen were screened indicating an understanding that food should be kept free of flies, but showing either a lack of understanding or indifference to the influence of flies and mosquitoes in the remainder of the house.

The writer thinks that the absence of screens in these homes is particularly significant since only one family had an indoor toilet.

Only two of the families who rented their homes had painted houses. None of the rented houses were entirely screened.

Bullock<sup>32</sup> reported similar conditions characteristic of the rural area which he surveyed in Houston and Waller counties. He reported that 4.6 per cent of the houses were partly screened and that none were entirely screened.

Of the families studied, 72 per cent had some flowers, 11 per cent had some shrubbery, 22 per cent had grass in the yards, 67 per cent had shade trees. Few flowers were found about the homes of those families who did not have piped city water. The writer thinks that if some measure is taken to make the family's water supply more accessible as suggested in the discussion of Table IV, there may be more flowers around some of these homes. The writer thinks that with the irregularity of employment among the parents as reported by the girls and as observed by the writer,

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<sup>32</sup> Henry Allen Bullock. Op. Cit. p. 29.

there was probably enough time to cultivate flowers around the homes.

The recreational activities of the high school girl which will be discussed later seemed to be very limited. The writer thinks that home economics may make some contribution in home care and beautification which would stimulate the interest of the girls in beautifying the yards. Such activities would probably lead to some worthwhile hobby in the study of plants.

### Source and Accessibility of Water Supply

TABLE XV

THE SOURCE AND ACCESSIBILITY OF WATER SUPPLY OF THE FAMILIES OF THE 12 GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE HEITON SCHOOL

	: Number : answered	: Per cent : answered
Sources:		
Open well	10	56
Piped from city	6	33
Spring	2	11
Accessibility:		
In yard	12	67
At a distance	6	28
In the house	1	6

Of the families represented in this study, 56 per cent used water from wells. Through home visits the writer found all of these wells were located in very unfavorable locations. On the farms, the wells seemed to have been dug more for the purpose of watering the stock than for service to the family and were therefore in close proximity to the stock lots. Invariably the wells were on the same plane or on a lower level than the surface



toilets which were used by 94 per cent of the families.

Only one family had an indoor toilet. The writer thinks that this was particularly significant when she found that only 7 of the homes were screened entirely.

The spring which supplied water for two or 11 per cent of the families is located at the foot of a hill on the edge of a creek. The stock were permitted to wallow around and drink from the creek and spring.

When Bullock<sup>33</sup> studied the toilet facilities and the sources of water supply of Waller and Houston counties as indices of domestic sanitation, he found that 89.5 per cent of the families of Waller county and 56.8 per cent of those of Houston county had surface outdoor toilets. In both counties he found that pit toilets were rare. In 66.3 per cent of the instances, he found wells were used as a source of water and there was much opportunity for contamination because these were often located near garbage or other sources of contamination. He found that shallow and open wells were near chicken coops and stables, and were located at the slanting surfaces which insured contamination. He found that 17 per cent used springs as a source of water.

Rosenau<sup>34</sup> states that spring water does not differ from shallow well water. He also states that stables, hog pens, and privies should be on another slope, if possible, and that animals should be kept away.

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<sup>33</sup> Henry Allen Bullock. Op. cit. p. 30.

<sup>34</sup> Hilton J. Rosenau. Preventive medicine and hygiene. D. Appleton-Century Co., New York. 1935. p. 997-998.

The writer thinks that the home economics and agriculture courses should contribute to the development of an understanding of the dangers which accompany impure water. The writer also thinks that pupils and their families should understand that effects of an impure water supply may not be harmful to them only, but to the whole community and that it is their duty as citizens to consider the safety and health of the community as well as that of their own families. The writer is of the opinion that the community is in need of a program of hygiene and sanitation which would encourage relocation of wells where they must be used as a source of water.

Table XV shows that 67 per cent of the girls reported the family's water supply to be in the yard, but the writer found through visits to the home that the yards were very large because there was seldom a fence between what the writer would designate as the yard to the house and the stockyard or lot. When the well was located near the stock lot, the water supply was actually at a distance from the house. Twenty-eight per cent reported their water supply as being at a distance. Only one or 6 per cent reported having the water supply in the house. Can one expect the practices of personal and domestic cleanliness to be as they should be with condition of the water supply as indicated?

The data indicate to the writer problems which point to further need of some contribution in hygiene and sanitation and the need of some arrangement by which water could be piped to the house to make it more available for personal use.



Spafford<sup>35</sup> thinks that the home economics teacher should be concerned with the community problems and that the needs of the community should be considered in setting up a teaching program.

### Social Life of the Family

The social activities which members of the families attended were such as the writer would expect to find in a small rural town. (Appendix C. Table XVIII. District 10, p. 83). Members of 78 per cent of the families attended church, 89 per cent attended Sunday school, 83 per cent attended church socials, and 39 per cent attended prayer meetings.

The writer thinks that the church was probably the most active social agency beside the school in the Belton community, but it did not seem that the church was contributing as much to the development of the young people as it could. The writer discussed with individual girls at different times, their attitudes toward certain church activities and learned that they thought the church programs were planned more for the older people than for them, and expressed the idea that the activities which were planned were "too dead."

It is the opinion of the writer that junior choirs in these churches could aid in the development of the girls in music and would supplement the school activities in this field. It is probable that some local talent may be discovered which could be

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<sup>35</sup> Ivo! Spafford. Op. cit. p. 61.

developed into an asset to the church and community. The writer also thinks that if such organisations as the B.Y.P.U., Christian Endeavor, and Star Light Bands are directed by young people under the guidance of adults instead of being dominated by the older members of the church, some contribution to the development of leadership in the younger group would be made.

While the church is not bound to cooperate with or supplement the school functions, the writer thinks that the church, by virtue of its influence in this community could give much help, and judges from her contacts with the ministers of these churches and some of the older members that there exists a willingness to contribute in any way possible to the improvement of the community life.

Some of the other social activities which the girls reported members of the family attended were lodge meetings, parties, movies, picnics, ball games, and dances.

During the school term, the writer observed that only four ball games were played in Belton: two football games and two basketball games. The girls did not have a basketball team or any other athletic organization during the school term. The writer also observed that no picnics were held during the school term and only two dances were given which were held at the school. The writer is of the opinion that the members of these families attend these activities when they are given, but except for the church activities, and the movies which only 50 per cent of the



families attended, there was little opportunity for amusement.

Nine or 50 per cent of the girls reported that members of their families had recreational activities together. The writer has no data which would show in what recreational activities these families participated. The 9 or 50 per cent who reported the family had recreation together are the ones who reported that members of the family attended the movies. This was probably one form of family recreation.

The social activities permitted in the homes were limited. (Appendix C, Table XVIII, District 10, p. 84). The girls reported that in 33 per cent of the homes, dancing was permitted, in 28 per cent games of cards were permitted, and in 72 per cent club meetings were permitted. The writer thinks that this may be partly due to the fact that the average home was small and crowded. (Table N). The writer thinks that the interior condition of the house (Table V) and the inadequate furnishings were not conducive to entertainment.

The girls who reported that card games were permitted in the home also reported that members of the family took active part in checker, domino, and card games (Appendix C, Table XVIII, District 10, p. 84). These were 5 of the families who had recreational activities together and the writer is of the opinion that these were some of their recreational activities.

The writer thinks that home economics should make some contribution to the development of pupils which would aid them in planning and participation in some suitable entertainment and

recreation for the family in harmony with its irregular income and lack of home facilities.

### The High School Girl

The writer agrees with Spafford<sup>36</sup> who thinks that an educational program is worthwhile only if it makes contribution to the lives of individuals which will help them to live in an ever changing world. Spafford<sup>37</sup> also thinks that if education is to prepare the learner adequately for life, it must bring about attitudes, ideals and standards of living which will result in an individual who is independent in his thinking; one who will be able to solve his own problems of living. The writer thinks that the teacher will need to help the pupils recognize some of their problems and teach such fundamental principles as will aid them in the solution of those problems. She should use such methods of teaching as will aid in the development within the pupils, of the ability to think through their own problems, and the desirable attitudes and ideals which should help them to come to some solution satisfactory to them. Every effort should be made to help the girls establish good habits of thinking, good reasoning and the ability to judge wisely.

Cunningham<sup>38</sup> thinks that most of the experiences which function in adult life are applicable to a curriculum of education for family life.

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<sup>36</sup> Ivo I. Spafford. *Op. cit.* p. vii.

<sup>37</sup> *Ibid.* p. 13.

<sup>38</sup> Bess V. Cunningham. *Family behavior.* W. B. Saunders Company, Philadelphia. 1936. p. 435.



It is the writer's opinion that in order to help the high school girl recognize some of her problems, the teacher will need to know some of the circumstances surrounding her personal environment and that these circumstances should suggest some contributions which home economics could make to her development.

TABLE XVI

THE AGES OF THE 18 GIRLS ENROLLED IN HOME ECONOMICS CLASSES IN THE BELTON SCHOOL

Ages	Number answered
13 years	1
14 "	1
15 "	2
16 "	5
17 "	6
18 "	1
19 "	2

Table XVI shows that the average age of the girls enrolled in home economics classes in the Belton school during 1934-35 was 16.2 years. Spafford<sup>39</sup> thinks that this period of life presents problems of health, mental development and emotional adjustment which are most challenging to home economics as well as the general school and the home. She seems to think that with biological and physical changes have come increased responsibilities for the adolescent to face life's problems with a mature point of view. She does not seem to think that the home economics teacher should attempt to meet all the needs presented by this age pupil.

<sup>39</sup> Ivo! Spafford, Op. cit. p. 34-35.

but thinks that because of her close and informal contact with the girls she should be able to recognize some of their problems and see that some attempt is made by some one to help them in the solution of those problems.

Cunningham<sup>40</sup> thinks that the position which the adolescent holds in the family picture is of significant importance if one wishes to offer help toward personal adjustment. Six or 33 per cent of the girls belonged to the older group of children in the family; 5 or 26 per cent belonged to the middle group; 3 or 17 per cent belonged to the younger group; 2 were oldest children, 1 was a youngest child and 1 was an only child. It is the writer's opinion that this information would be very important, especially in planning to meet the demands of individual differences within a group. For example: one girl in this group was a middle child, and an only girl in a group of five children. The mother in this family had regular employment which took her from home each day in the week. The boys helped their father on the farm. This arrangement left practically all of the house work to be done by the girl in addition to her school work. The writer, in an attempt to find some reason for her low scholarship, lack of interest in the work in home economics, and some possible causes of nervous instability which she exhibited at school, visited the home on numerous occasions, had several interviews with the mother,

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<sup>40</sup> Hays V. Cunningham. Op. cit. p. 313-14.



father, and some of the brothers, and conferences with the girl, and found that the girl had so much home work to do that she did not have time to study at home. During the vacant or recess periods at school she was more interested in talking to the other girls than in studying. The writer also found that the family expected the girl to be a model because she was the only girl in their family, that the brothers criticized her behavior so much that she was usually afraid she would do something which they would disapprove.

Spafford<sup>41</sup> thinks that child development should be taught high school girls which would help them to understand themselves and that family relationships should contribute to an understanding of all members of the family. In addition to solving problems of child development and family relationships, the writer thinks that the girls should become conscious of their personality needs and that home economics should make some contribution to the development of a well integrated personality. Spafford<sup>42</sup> thinks that home economics should make some contribution to the development of a philosophy of life which will result in thoughtful brothers and sisters, wise parents, kindly neighbors and good citizens. The writer thinks that individuals should not be expected to adapt themselves to every situation, but should be able to adjust themselves when necessary and do something about that part of their environment with which they are not satisfied is the best for them and their families.

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<sup>41</sup> Ibid. Spafford. Op. cit. p. 38.

<sup>42</sup> Ibid. p. 45.



Much can be done to help the adolescent to promote and maintain health through the study of foods, home nursing, hygiene and sanitation, and physiology. Spafford<sup>43</sup> thinks that information along these lines would also benefit other members of the family.

The urge to do things as is a characteristic of this age<sup>44</sup> can be met by providing opportunity for worthwhile activity in school, at home and elsewhere. Home practice seems to be one way of connecting the school work with the home and serves as a medium for introducing the work being done in school to the parents.<sup>45</sup> The report of the responsibilities of the high school girl as shown in Appendix C, Table XVIII, District 10, p. 86 indicates that she assists with most of the household duties and performs some of them independently. This seems to offer a good opportunity to the home economics department to aid in improving some of the practices of the family. The writer thinks that activities in clothing and art classes afford opportunity for creative and manipulative work which are very important at this age. The writer also thinks that out of a well-planned program of home economics might come suggestions of worthwhile hobbies, and leisure time activities.

Dennis said<sup>46</sup>

It is not sufficient that boys and girls of adolescent age merely be in attendance in our schools. It is fundamentally essential that necessary and worthwhile activities and opportunities for individual development be available for them when they do come.

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<sup>43</sup> Ivol Spafford. Op. cit. p. 35.

<sup>44</sup> Ibid. p. 36.

<sup>45</sup> Ibid. p. 53.

<sup>46</sup> L. H. Dennis. The contribution of vocational education to social and economic adjustment. Education 15:491. April 1935.



The mental development of girls of this age calls for problems which have some definite relationship to them and that will demand thinking; solution of problems involves abstract principles which the pupils will be able to use in new situations. Spafford<sup>47</sup> thinks that problems which require thinking provide the proper learning conditions and should result in the ability to solve their own problems of living. Dennis<sup>48</sup> makes the statement that "Effective vocational training provides a series of related experiences that stimulates thinking and correlates action with thinking." He thinks that judgment is involved through the operations incident to the development of skill and the completion of any productive work which is always a part of vocational training.

In addition to trying to adjust to adulthood, the girls of this age meet problems of sex which create a need for sympathetic understanding on the part of elder people guiding them.<sup>49</sup>

Cunningham<sup>50</sup> thinks that girl-boy relations are of great importance in the adolescent's experiences toward adjustment. She also thinks that the wholesomeness of these relations depends largely upon social contacts made possible for them and the type of guidance which is provided. She recommended that the adolescent be given some direct teaching in the biological significance of maturity. The writer thinks that home economics could make some contribution in providing opportunity for experiences suggested

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<sup>47</sup> Ivol Spafford. Op. cit. p. 37.

<sup>48</sup> Dennis, L. H. Op. cit. p. 491-93.

<sup>49</sup> Ivol Spafford. Op. cit. p. 37-39.

<sup>50</sup> Cunningham, Doss V. Op. cit. p. 423.

by Cunningham for the benefit of girls and boys in the Belton school.

At this age the girl seems to be more clothes-conscious than before. The economic status of the average Belton family would seem to make this problem one of major importance to the high school girl. Sixty-seven per cent of the girls worked outside of the home for money. No data were available which would show how this money was spent, but the writer is of the opinion that a large percentage was spent for clothing and pleasure. Some of the girls were given some discarded clothing by the women for whom they worked. These were often worn to school regardless of style, and color, which were usually not suitable to their color and type.

Spafford<sup>51</sup> thinks that each girl should discover and solve her own clothing problems. The writer thinks that the teacher of home economics should realize that the student will need some fundamental knowledge and skill in setting standards for herself to use in the solution of her clothing problems and make some plans to provide opportunity for the acquisition of such knowledge and skill.

The girls reported that they had not read books which were not required at school. One girl reported she had read the Bible. There were approximately 10 volumes of books in one home; 20 volumes in one; 30 volumes or more in five. By visits to the homes, the writer found that these were old textbooks which had been used

<sup>51</sup> Ivol Spafford. Op. cit. p. 33.



by the older members of the family during the time that Texas did not furnish free textbooks. Only one home was reported as subscribing to a magazine.

There were no books in the Belton school except those furnished by the State as textbooks and supplementary texts, and one set of World's Library Books. The local library did not admit Negroes. This condition seemed to be typical of the State. Cade<sup>52</sup>, in a study of rural education for Negroes in Texas, found that of the 318 schools which he studied, only 41 had library facilities. Bullock<sup>53</sup> found that books and magazines were almost absent in the homes of the families of Waller and Houston counties which he studied.

The writer thinks that if the girls had been motivated to do some reading outside of school books, they could have secured some books and magazines from the homes in which they worked. Twelve or 67 per cent of the girls worked outside of the home and the writer thinks that the women who employed these girls were the type who would own books and magazines of wholesome reading material for high school girls and that they would have been glad to permit the girls to use those they had.

The writer agrees with Spafford<sup>54</sup> that the school cannot replace the home, but it should in some way provide some of the experiences which are absent in the home and supplement those which

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<sup>52</sup> John B. Cade. Rural education for Negroes in Texas. Proceedings of the fourth educational conference. Prairie View State College Bulletin. Vol. 25, No. 1. 1933. p. 26.

<sup>53</sup> Henry Allen Bullock. Op. cit. p. 27.

<sup>54</sup> Ivol Spafford. Op. cit. p. 27.

are inadequate.

The writer thinks that the English department and home economics could make some contribution to the high school girl in the development of an interest in reading good books and magazines. The writer also thinks that the English teacher could probably make some arrangement with the local library which would permit some books to be circulated among the Negro girls. Members of the faculty could deposit their personal books and magazines of the proper scope with the English teacher to be circulated among the pupils. The magazines subscribed to by the home economics department could be made available to the whole school for campus reading.

Six or 33 per cent of the girls reported dancing was their hobby; two or 11 per cent reported music; 10 did not have a hobby. The writer thinks that an educational program which is planned to develop interest in these things which contribute to the making of a well integrated person should lead to an interest in worthwhile hobbies.

The favorite means of recreations reported by the girls were movies, basketball, music, dancing, and games (not named). Four of the girls reported they had no favorite recreation. The writer observed that except for the movies, the activities which the girls reported as their favorite means of recreation were totally lacking in Belton.

The writer thinks that the school should plan some wholesome form of recreation for the pupils of the school and the community.



It seems that school socials during weekends would give opportunity for guidance in boy and girl relationships and in the common social practices. The writer thinks that these socials need not mean a dance as was generally expected the few times a social was given in the Belton school, but that various types of amusements which would give opportunity for individual participation should be planned.

Fourteen or 78 per cent of the girls reported they had victrolas, but the writer found through visits to the homes that the few records which they had were very old and the parents reported that they were not played often. Four or 22 per cent reported they had radios. The writer found two of these operated on batteries and were out of order. Six or 33 per cent of the homes had pianos, but no one in the family was skillful in playing the instrument and there was not a music teacher in the town.

The writer thinks that some effort should be made to organize a choral club or other music organizations which would provide musical experiences for the whole school and that the student body should be taught some songs in addition to the few hymns and patriotic songs which they usually sang in assembly. It seems to the writer that some attempt could be made to develop an interest and appreciation in the Spirituals as well as modern music, and that physical activities could probably include some interpretative and aesthetic dances. It is the opinion of the writer that such activities may lead to the discovery of some local talent which could be encouraged to seek further development.

### CONCLUSIONS

Within the limits of these data, the writer thinks that these conclusions are warranted:

1. There is a need in the Belton community for the desire and ability to improve the Negro family's physical environment to provide maximum comfort, convenience, and beauty.
2. There is a need for the development of ideals and standards of personal, domestic, and community hygiene, and domestic and community sanitation.
3. There is a need for some contribution to Negro family relationships which will result in more wholesome family life and an appreciation of the rights of other people.
4. There is a need for an understanding of the physical, mental and emotional development of children of all ages, and some attempt to develop skill in the techniques of child care and guidance.
5. There is a need for the development of some worthwhile leisure time activities.
6. There is a need for some improvement in the buying practices of the Negro family.
7. There is a need for training for economic improvement through activities which will supplement the Negro family's income. Home economics should develop some skill in the managerial and manipulative phases of home making.



If the needs indicated by this survey are to be met, there should be cooperation between the agencies of the school and the community of Belton.

Certain social economic phases which were not considered in this survey would need to be considered before objectives can be set up.

<sup>2</sup> These data point to needs for a well planned adult program, and that certain of the needs indicated will be met easier and sooner through education of the adults.

### SUMMARY

The problem of this study is to show one way that the home survey can be used as an aid in determining how home economics courses can contribute most to the development of the high school girl, her family, and society. To illustrate one possible use of the home survey, the material of one school was analyzed.

This material is to be used as one basis for setting up objectives for home economics in the communities represented. The suggestions made will probably be developed into an experimental program for Belton as a part of the Texas Curriculum Revision movement.

The data for this study were obtained from questionnaires completed by all girls enrolled in home economics in Negro schools which received some Federal aid during 1934-35. That of Belton was supplemented by conferences with the 18 girls enrolled in home economics classes, interviews with various individuals and home visits. The findings of the study of Belton have shown that:

(1) The average size of the families represented by the 18 girls enrolled in the home economics classes in the Belton school was 6.7 persons. Twenty-eight per cent of the families had pre-school children, 61 per cent had children between the ages of 7 and 13 years, all had children between the ages of 14 and 20 years, and 23 per cent had children older than 20 years. Sixty-seven per



cent of the girls had some responsibility for the care of pre-school children.

(2) There was an average of 2.5 per 3 persons per sleeping room. Only 28 per cent of the girls reported they had clothes closets in their homes. The rooms in the average home were small, provision for light and ventilation were inadequate and there was a minimum of privacy.

Ninety-four per cent of the homes had some papered walls, 78 per cent had some unfinished walls, 22 per cent had some painted walls, 78 per cent had some plain floors, 50 per cent had some covered floors, 11 per cent had some oiled floors. Fifty-six per cent had some painted woodwork, 50 per cent had some plain woodwork, and 17 per cent had some stained woodwork.

(3) The average home often did not provide necessary furnishings nor suitable accessories to assure some degree of beauty and comfort.

(4) Forty-four per cent of the families were reported to own their own homes and 56 per cent were reported renting.

(5) The occupation of 56 per cent of the fathers of these pupils was farming, and 44 per cent were engaged in unskilled labor. Thirty-eight per cent of the mothers performed domestic work at home, 50 per cent performed domestic work outside the home and six per cent were engaged in non-domestic work. Fifty-six per cent of the girls reported the occupation of their parents were seasonal and 44 per cent reported the occupations of their parents were regular.

(6) The reports of the pupils showed that 50 per cent of the homes raised some fruit, 72 per cent raised some vegetables, 77 per cent raised some chickens, 67 per cent had cows, and 51 per cent raised some hogs.

Some meat was canned in 22 per cent of the homes, vegetables in 56 per cent and fruit in 73 per cent.

Seventeen per cent of the families bought food from chain groceries (which were really cash stores) and 83 per cent bought food from general groceries.

Staples were bought in large quantities by 44 per cent of the families and in small quantities by 39 per cent. Forty-four per cent of the girls did not answer this question.

Forty-four per cent of the families purchased ready-to-serve cereals, 83 per cent purchased uncooked cereals, 28 per cent purchased both.

The majority of the families did not have adequate space for storing staples.

(7) Some clothing for the family was made in 39 per cent of the homes. The mother did the sewing in 33 per cent of the cases, a dressmaker did the sewing in six per cent of the cases. No sewing for the family was done by the high school girl. Thirty-three per cent of the mothers had had some training in clothing construction. Only six per cent reported that clothing was made over for other members of the family.

(8) Clothing was dry cleaned in 22 per cent of the homes, 39 per cent patronized dry cleaning establishments. All the families



did their laundry at home by hand, 39 per cent did the laundry of others.

(9) Forty-four per cent of the homes were painted, 56 per cent were unpainted; 39 per cent were screened entirely, 51 per cent were partly screened or not screened. Only one or six per cent of the families had indoor toilet. All others had outdoor surface toilets.

The girls reported that 72 per cent of the families had some flowers in the yard, 11 per cent had some shrubbery; 22 per cent had grass and 67 per cent had shade trees.

(10) The water supply of 56 per cent of the families was from open wells, 33 per cent from the city, 11 per cent from springs. Sixty-seven per cent had water in the yard, 28 per cent at a distance, six per cent in the house.

(11) The average age of the girls enrolled in the home economics classes was 16.2 years. Thirty-three per cent of the girls belonged to the older group of children in their family, 28 per cent to the middle group, 17 per cent to the younger group. Eleven per cent were oldest children, one or six per cent was an only child, one or six per cent was the youngest child.

(12) Seventy-seven per cent of the girls worked outside of the home for money.

(13) None of the girls read books not required at school. The only books in the homes were old textbooks used by older members of the family during the time that Texas did not furnish free textbooks. Only one family subscribed to a magazine.

(14) There were no books in the Belton Negro school except textbooks and one set of World's Library books.

(15) The reports of the girls showed that the hobby of 33 per cent was dancing, 11 per cent music, and that 56 per cent had no hobbies.

The favorite recreations reported by the girls were movies, basketball, music, dancing and games (not named).

(16) The report of the girls showed 73 per cent had victrolas in their homes, 22 per cent had radios, and 33 per cent had pianos.



#### RECOMMENDATION FOR FURTHER STUDY

While this study has revealed much valuable information regarding the environment of the high school girl enrolled in home economics classes in Negro schools in 1935 which received some Federal aid in 1934-35, the author realizes that it has not covered all the activities and social problems affecting family life, and suggests that further study be made to supplement this one.

The writer thinks that some of the phases which should be studied are:

1. Budgeting of time and money.
2. Consumer buying.
3. Child development.
4. Home management.
5. Household equipment.
6. Social life within the home.
7. Social problems of the community.
8. General social problems of the Negro, and any other phase of homemaking not included in this study.

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APPENDIX A

FORM FOR SECURING THE DATA



Home Survey Blank  
Compiled by  
Home Economics Division  
Prairie View State College  
Prairie View, Texas  
September 1934

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

I. Economic Status(fill in blank or underscore correct answer)

1. Total income for year in cash(approximately) \_\_\_\_\_.
2. Approximate amount spent for food each week \_\_\_\_\_.
3. Is income regular or seasonal?(cotton, water melons, truck, gardening) \_\_\_\_\_.
4. Number of persons in family contributing to income \_\_\_\_\_.
5. You raise vegetables; chickens; cows; fruit; bees; hogs; sheep.
6. You have lights free; rent free; fuel free; rented home; own home.

II. House(underscore correct answer)

A. Interior

- 1. You have indoor toilet; outdoor toilet; outdoor pit toilet; installed bath tub; other adequate arrangement for bath; sink in kitchen.
- 2. You have ice refrigerator; iceless refrigerator; electric refrigerator; other methods of cooling foods.
- 3. You have gas stove; oil stove; coal stove; wood stove; fire place.
4. You have flat irons; electric irons; gas irons; alcohol iron; charcoal iron; no iron.
5. You have electric percolator; electric waffle iron; electric toaster; electric broiler; electric sweeper; electric curling iron.
- 6. You have pine torches; fireplace lights; candle light; oil lamps; alcohol lamps; gas lights; electric lights.
- 7. You have clothes closet; cabinet for cooking utensils; china cabinet; broom and mop cabinet or rack; linen closet.
- 8. You have 1-2-3-4-5-6- or more rooms in your house.
- 9. You have separate dining room; combination dining room and kitchen; combination dining room and living room; combination living room and bed room; combination dining room, living room, and kitchen; combination kitchen, dining room, living room and bedroom.
- 10. You have a pantry; or other storage space.
11. There is provision for children's needs in furniture; equipment for play.
12. You have piano; radio; victrola; banjo; ukulele; accordian; organ.
- 13. Inside walls are painted; papered; coiled; beaver boarded; white washed; calsomined; unfinished.
- 14. Floors are plain; painted; oiled; covered.
- 15. Wood work is plain; painted; stained; varnished.
- 16. You have book cases; book shelves and approximately 10-20-30 or more volumes of books.
17. You have wood heaters; gas heaters; gasoline heaters; oil heaters; electric heaters.



B. Exterior

1. House and outbuildings are painted; unpainted; white washed.
2. Windows are screened; doors are screened.
3. There is a porch (front; back;) porch chairs; swing.
4. Yard is fenced; not fenced; drained; not drained.
5. Yard has flowers; shade trees; shrubbery; grass.
6. Water is from open well; pump; spring; tank rain water; piped city water.
7. Water supply is in yard; in house; at a distance.
8. There is a smoke house; tool house; garage; chicken house; barn; wash house; storage cave; cellar.
9. Walks in yard are; gravel; plank; cement; brick; none.

III. Social Life (underscore correct answer)

1. Family regularly eats together at; breakfast; dinner; supper.
2. You subscribe for daily paper; weekly paper; semi-weekly paper.
3. You have wagon; buggy; automobile; telephone.
4. Members of family attend church; Sunday School; prayer meeting; lodge meetings; Parent-Teacher's Association meetings; Home Demonstration club meetings.
5. Members of family attend parties; movies; dances; picnics; ball games; church socials.
6. Parents have attended; grammar school; high school; college; evening school; extension school.
7. Social activities are permitted in your home such as; dancing; card games; club meetings.
3. Parents and children take recreation together. Yes. No.
9. Members of family take an active part in checkers; dominos; cards; tennis; basket ball; base ball.

IV. Family Organization (fill in blank or underscore correct answer)

1. Ages of boys in family \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
2. Ages of girls in family \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. Occupation of father \_\_\_\_\_ mother \_\_\_\_\_.
4. Elderly people in home; grandmother; grandfather; others \_\_\_\_\_.
5. Elderly people assume responsibilities in the home? Yes \_\_\_\_\_  
No \_\_\_\_\_.
6. There are roomers in the home; boarders; lighthouse keepers.
7. Disabled or invalid persons in the home. Yes \_\_\_\_\_ No \_\_\_\_\_.
8. Household tasks are cared for by various members of the family. Yes \_\_\_\_\_ No \_\_\_\_\_.
9. \_\_\_\_\_.

V. Food Habits (underscore the correct answer)

1. Food is bought from a commissary; chain grocery store; general grocery store; mail order.
2. Yeast breads are baked in the home daily or weekly. Quick bread daily; weekly.
3. You serve at least twice a week fresh fruits; dried fruits; green vegetables; milk; butter; eggs.
4. You can meats; vegetables; fruits.
5. Cereals are purchased; ready to serve; uncooked.
16. Staples are bought in large quantities as (12 $\frac{1}{2}$  or 24 lbs.;) in small quantities as (10 or 15 cents worth at a time).



VI. Clothing For the Family(underscore, list or fill in correct answer).

1. Clothing is made in the home? Yes. No. By whom \_\_\_\_\_  
For whom \_\_\_\_\_  
List garments generally made \_\_\_\_\_
2. Garments are made by hand; sewing machine.
3. You buy clothing from general store; mail order. List garments usually bought ready made. \_\_\_\_\_
4. Laundry is done in the home. For the family; for others, (by hand or washing machine.)
5. Clothes are dry cleaned at home. Yes. No.
6. Garments are made over for other members of the family. Yes. No.
7. You patronize the commercial laundry; cleaning and drying establishments.
8. The person who does the sewing has had some training in sewing. Yes. \_\_\_\_\_ No \_\_\_\_\_
9. Kind of pattern used. Commercial; or home made; none.

VII. Information for the High School Girl(underscore or check right answer.)

1. You have a bed room of your own; share one with some other member of the family.
2. What is your hobby? \_\_\_\_\_
3. Do you work in the home of others for board and room? For board? For room? For money?
4. What is your favorite means or recreation? \_\_\_\_\_
5. Do you entertain your girl friends at home? Yes. No. Boy friends at home? Yes. No.
6. What are your church activities? \_\_\_\_\_  
school activities \_\_\_\_\_
7. Do you belong to a girls club? Yes. No.
8. What books have you read recently not asked for at school? List \_\_\_\_\_
9. Check (x) the items which you help with and underscore ( ) those you do alone.

Clean own room	Clean silver
Mop floors	Arrange furniture
Plan meals	Care for lawn and flowers
Mend and darn	Care for chickens and cows
Prepare school lunches	Help in field
First aid work	Attend school regularly
Select articles for own room	Care for garden
Repaint interior wood work	Pack father's lunch
Make draperies	Help nurse sick people
Arrange flowers	Help plan family budget
Wash dishes	Buy and market
Care for pets	Care for kitchen
Wash	Cook meals
Preserve food	Make beds
Repaint furniture	Iron
Care for milk and milk products	
Earn your spending money	
Make any clothing for the family (list pieces)	_____



APPENDIX B

TABLE XVII

NEGRO SCHOOLS WHICH RECEIVED SOME FEDERAL AID IN 1934-35

District:	County	School	Number of families reported
2	Grayson	Sherman	19
	Denton	Denton	17
	Collin	McKinney	Did not report
3	Hunt	Greenville	20
4	Camp	Pittsburg-Center Point	39
	Titus	Mt. Pleasant	Did not report
5	Cass	Queen city	36
	Harrison	Marshall	80
	Morris	Naples	49
	Bowie	Texarkana	36
	Gregg	Longview	47
6	Smith	Tyler	60
	Wood	Quitman	14
		Winnabore	29
7	Kaufman	Terrell	49
	Henderson	Malakoff	26
8	Ellis	Waxahachie	49
9	Hill	Hubbard	17
10	Bell	Belton	18
11	Freestone	Teague	25
		Wortham	33
	Navarro	Kemes	42
12	Anderson	Palestine	33
	Cherokee	Jacksonville	20
	Nacogdoches	Nacogdoches	Did not report
13	Panola	Carthage	24
14	Jasper	Jasper	63
	Newton	Newton	24
15	Houston	Crockett	38
	Walker	Huntsville	Did not report
16	Robertson	Calvert	28
	Milam	Rockdale	23
		Cameron	22
	Brazos	Bryan	29
17	Williamson	Taylor	33
		Georgetown	37
	Bastrop	Bastrop	35
		Smithville	30
18	Bexar	San Antonio (Kenwood school)	Did not report
19	Guadalupe	Seguin	32
	Hays	San Marcos	23



Table XVII.

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19	Caldwell	Luling	20
21	Grimes	Richards	33
		Navasota	43
	Washington	Brenham	30
		Chapel Hill (Goow Will school)	23
		(Sauney Chapel)	26
	Waller	Hempstead	21
22	Liberty	Liberty	18
24	Wharton	Wharton	40
	Brazoria	West Columbia	26
	Port Bend	Rosenberg	22
25	Colorado	Columbus	22
	Fayette	Schulenberg	19
	Goliad	Goliad	29
	De Witt	Cuero	37
		Yoakum	35
	Nueces	Corpus Christi	Did not report
Total families reported			1,643

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### APPENDIX C

Table XVIII shows the likenesses and differences that existed among families represented in the home economics classes in districts which received some Federal aid during 1934-35.

The districts are reported by their original numbers. Of the 26 districts in the State operating schools for Negroes, 22 received some Federal aid for vocational home economics in 1934-35. The districts which are not included in Table XVIII are those which did not receive Federal aid during 1934-35.



TABLE VIII. CERTAIN HOUSING CONDITIONS AND ACTIVITIES OF THE FAMILIES OF GIRLS ENROLLED IN HOME ECONOMICS IN FEDERALLY AIDED SCHOOLS IN TEXAS.

District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	21	22	24	25	26
Number of families:	36	20	39	238	103	75	49	17	18	100	53	24	87	36	102	135	75	185	18	68	41	101
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered
Home ownership																						
Own home	20	55	6	30	22	57	134	56	56	54	31	41	19	39	10	59	8	44	48	33	62	14
Rent home	12	33	13	65	14	36	92	39	42	41	31	41	27	55	5	29	10	56	45	16	30	5
Income is:																						
Regular	14	39	0		7	18	76	32	61	59	23	31	7	14	2	12	8	44	13	13	14	26
Irregular	0	2	10		5	13	5	2	4	4	1	1	0		1	6		1	1	1	26	4
Seasonal	19	53	16	80	25	64	154	65	36	3	5	39	52	86	10	59	10	56	64	64	37	70
Unemployed	0		0		1	3																
Fuel free	3	8	14	70	13	33	92	39	12	10	15	20	2	4	0		3	17	41	41	37	70
Light free	5	14	4	20	6	15	22	9	11	9	11	15	1	2	1	6	0		11	11	24	45
Rent free	3	8	0		1	3	4	2	2	2	5	7	3	6	1	6	0		8	8	3	6
Food raised:																						
Vegetables	33	92	18	90	30	77	199	84	69	66	54	72	40	82	13	76	13	72	87	87	47	89
Fruit	22	61	13	65	20	51	123	52	32	31	31	41	18	37	5	18	9	50	43	43	33	62
Chickens	32	89	18	90	27	69	196	82	62	60	53	71	29	59	11	65	14	78	78	78	50	94
Cows	24	67	14	70	21	54	134	56	46	45	46	61	10	20	6	35	12	67	60	60	37	70
Bees	2	6	3	15	2	5	11	4	9	8	3	4	4	2	0		1	6	4	4	4	8
Hogs	30	83	15	75	26	67	161	68	57	55	52	69	21	43	16	94	11	61	61	49	92	21
Sheep	0		0		0		1	0.4	0		0		0		0		0		0		2	0
Roomers	0		1	5	0		7	3	11	9	0		0		2	12	1	6	1	1	2	4
Boarders	0		1	5	0		9	4	0		1	1	1	2	0		1	5	5	5	3	6
Light housekeepers	0		1	5	0		1	0.4	0		1	1	1	2	0		1	5	5	5	3	6
Houses and out buildings are:																						
Painted	15	42	2	10	8	44	67	28	39	38	24	32	16	33	7	41	8	44	37	37	9	17
Unpainted	20	55	18	90	30	77	145	61	54	52	39	52	26	53	10	59	10	56	58	58	42	79
White washed	0		0		0		4	2	4	4	6	8	0		0		0		7	7	2	4
Screens on:																						
Windows	25	69	5	21	19	48	164	69	86	84	47	62	44	89	16	94	11	61	84	84	32	60
Doors	20	55	3	15	17	43	135	57	73	71	38	51	43	88	12	71	12	67	77	77	22	42
Porches:																						
Front	32	89	20	100	28	72	219	92	93	90	49	65	37	75	16	94	15	83	90	90	45	85
Back	19	53	11	55	18	46	140	59	56	54	38	51	44	89	8	47	7	39	38	38	27	51
Porch swing	3	8	4	20	5	13	30	12	42	41	33	44	11	22	1	6		23	19	19	12	23
Porch chairs	9	25	10	50	5	13	52	22	30	38	29	39	8	16	1	6	2	11	11	11	21	25
Yard is fenced	12	33	11	55	11	28	130	55	29	27	31	41	13	27	11	65	10	56	48	48	24	45
Yard is drained	17	46	6	30	23	59	145	61	38	36	38	51	38	78	5	29	10	56	43	43	23	45
Yard has flowers	28	78	12	60	33	85	199	84	73	71	53	71	42	86	11	65	13	72	81	81	46	87
Yard has shade trees	22	61	11	55	26	67	135	57	64	62	35	47	30	61	11	63	12	67	45	45	37	70



TABLE XVIII. CONTINUED.

District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26																				
Number of Families:	36	20	39	238	103	75	49	17	18	100	53	24	67	39	102	135	75	165	18	86	41	101																							
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																			
Yard has shrubbery	5	14	4	20	5	17	67	28	22	20	11	15	4	31	2	12	2	11	39	39	8	15	5	21	15	17	4	11	20	20	28	24	11	15	41	41	7	39	27	37	3	7	31	31	
Yard has grass	20	55	13	65	17	43	133	56	73	71	53	71	23	57	5	29	4	22	47	47	25	47	14	53	52	60	20	53	59	53	81	64	33	44	105	57	9	50	55	63	11	27	64	63	
Outhouses:																																													
Smoke house	23	64	16	80	24	62	134	56	53	31	41	54	27	55	8	47	9	50	76	76	38	72	11	46	45	52	24	63	57	56	87	68	36	48	100	54	13	72	54	61	22	54	58	57	
Toil house	3	8	3	15	7	18	47	20	17	15	13	17	5	10	1	6	1	6	24	24	14	26	10	42	26	30	8	21	20	20	22	20	14	19	37	19	6	33	17	19	4	10	24	24	
Garage	8	22	0	0	7	18	54	23	26	24	18	24	12	24	1	6	5	28	33	33	13	25	3	13	27	31	11	29	33	32	32	26	21	23	47	25	4	22	22	25	4	10	41	41	
Chicken house	30	83	18	90	23	59	189	68	66	66	54	72	28	57	12	71	7	39	77	77	48	90	13	75	61	70	30	79	78	76	80	63	52	62	135	100	17	94	68	77	21	51	64	63	
Barn	19	53	13	65	14	36	102	43	38	36	32	43	12	24	3	13	6	34	56	56	38	72	14	53	55	63	13	34	44	43	60	45	26	35	86	46	10	56	46	52	9	22	48	48	
Wash house	1	3	0	0	1	3	16	6	8	8	6	8	5	10	0	0	4	22	9	9	8	15	5	21	9	10	3	8	12	12	6	4	4	4	5	28	15	1	6	5	6	2	5	20	20
Storage cave	2	6	7	35	1	3	8	3	5	5	4	5	0	10	0	0	0	0	1	1	1	2	1	4	0	10	0	8	5	5	2	1	7	4	3	3	3	2	6	6	3	6	6	3	
Cellar	1	3	0	0	2	5	11	4	1	1	2	3	0	0	0	0	0	0	2	2	3	6	0	0	0	0	0	0	0	6	4	4	0	0	0	0	0	0	0	0	0	0	0	0	
Walks are:																																													
Gravel	4	11	1	5	3	7	24	10	9	8	9	12	4	8	0	0	5	23	5	5	6	11	2	8	9	10	10	26	7	7	10	8	4	5	19	10	2	11	9	10	1	2	10	10	
Plank	3	8	2	10	0	0	11	4	5	5	3	4	2	4	0	0	0	0	3	3	2	4	0	8	1	1	1	3	13	13	3	2	4	5	13	7	1	6	4	5	3	7	2	2	
Cement	0	0	0	0	0	0	8	3	3	3	6	8	6	12	0	0	1	6	23	23	2	4	1	4	0	1	3	6	7	5	2	3	4	4	6	3	2	11	2	2	5	5	5	5	
Brick	6	17	1	5	5	13	34	14	9	9	14	17	13	27	4	24	4	22	2	2	9	17	6	25	3	4	11	16	16	14	14	14	60	80	103	59	14	78	11	13	4	10	13	13	
None	19	53	16	80	29	74	162	68	67	65	43	57	24	49	12	71	8	44	63	33	34	64	15	62	63	72	13	34	55	54	94	72	31	76	72	71	31	76	72	71	31	76	72	71	
Water supply:																																													
In yard	18	50	9	45	27	69	141	59	55	53	45	59	34	69	6	65	12	67	55	55	26	49	10	42	41	47	21	55	39	38	78	62	32	43	31	44	14	78	56	64	14	34	60	59	
In house	2	6	0	0	1	3	10	4	9	8	4	5	3	6	0	0	1	6	2	2	5	9	0	42	4	5	2	6	9	9	4	3	32	43	31	44	14	78	56	64	14	34	60	59	
At a distance	14	39	11	55	12	35	86	36	59	37	25	33	10	20	12	71	5	23	47	47	21	40	14	53	36	41	14	37	53	57	57	43	4	4	5	7	4	22	16	18	24	59	23	23	
Source of water supply:																																													
Open well	12	33	13	65	23	59	171	72	70	68	37	49	10	20	3	13	10	56	71	71	38	72	15	62	56	64	22	53	39	38	91	70	58	77	113	62	8	44	18	20	12	29	43	43	
Spring	0	0	5	25	1	3	16	6	4	4	0	0	4	8	0	0	2	11	3	3	6	11	4	17	6	7	3	8	4	4	7	5	58	77	113	62	8	44	18	20	12	29	43	43	
Pump	9	25	0	0	7	18	24	10	5	5	19	25	1	2	0	0	0	11	3	3	2	4	3	17	6	7	3	8	4	4	7	5	1	1	13	7	5	6	6	12	29	43	43		
Tank rain water	1	3	4	20	0	0	8	3	2	2	3	4	0	8	0	0	0																												



District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26																				
Number of families:	36	20	39	232	103	75	49	17	13	100	53	24	87	38	102	135	75	135	18	41	101																								
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																			
Inside walls are:																																													
Papered	24	67	10	50	22	57	192	81	94	82	49	63	43	88	14	82	17	94	77	77	37	70	16	67	46	53	32	84	79	77	115	86	43	64	138	75	13	72	71	81	32	73	76	75	
Ceiled	5	14	9	45	7	13	101	42	26	24	14	19	2	4	0	6	4	43	43	20	33	16	0	67	12	14	9	24	21	21	59	44	21	23	30	16	2	11	34	39	13	32	11	11	
Painted	3	8	1	5	4	10	14	6	11	9	9	12	2	4	1	6	0	11	11	8	15	3	0	13	25	29	7	13	15	15	11	3	8	10	13	20	11	1	6	7	8	1	2	17	8
Beaverboard	2	6	1	5	0	0	0	0	3	3	2	3	0	4	1	6	0	4	4	8	0	0	0	0	0	0	0	1	3	3	3	1	1	0	0	7	4	5	6	4	5	8			
Calomined	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
White washed	0	0	0	0	0	0	5	1	2	2	1	1	0	0	0	0	0	2	2	1	2	0	0	0	0	7	8	0	0	1	1	6	4	7	4	3	15	12	14	5	12	13	13		
Unfinished	9	25	11	55	10	26	45	19	7	7	6	8	0	0	10	59	14	78	13	13	13	25	7	29	8	9	3	8	9	9	9	20	18	6	8	44	24	3	15	12	14	5	12	13	13
Floors are:																																													
Plain	22	61	16	80	25	64	201	9	60	59	57	76	11	22	12	71	14	73	65	65	38	72	19	79	57	66	25	66	69	69	108	82	64	85	119	65	15	83	59	67	32	73	64	63	
Painted	3	8	0	0	3	8	22	9	10	8	3	4	3	6	3	13	2	11	11	6	11	0	0	79	3	4	2	6	11	11	8	6	8	11	19	10	10	4	5	2	5	11	11		
Varnished	0	0	0	0	0	0	71	30	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Covered	13	36	3	15	11	28	15	6	48	46	25	33	34	69	7	41	9	50	36	36	17	32	8	21	21	24	9	24	47	46	50	36	15	20	52	28	3	15	13	16	6	15	46	46	
Oiled	1	3	1	5	2	5	0	0	6	6	7	9	1	2	0	2	2	11	11	5	9	1	0	4	8	9	2	6	5	5	2	2	1	8	11	14	8	0	11	3	5	7	9	9	
Stained	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Woodwork:																																													
Plain	13	36	19	90	15	38	123	52	32	30	31	41	8	16	13	76	9	50	42	42	31	59	16	67	49	56	21	55	37	36	72	53	43	57	106	58	10	56	45	51	27	66	21	21	
Painted	10	28	1	5	9	23	94	39	40	38	27	36	22	45	10	59	10	56	22	22	19	36	5	21	25	29	7	18	36	35	36	29	22	29	43	26	3	15	26	30	8	20	29	29	
Stained	7	19	3	15	3	8	13	7	8	8	8	11	6	12	0	17	3	17	10	10	7	13	2	8	3	4	2	6	15	15	10	8	11	15	23	15	2	11	4	5	2	5	11	11	
Varnished	4	11	0	0	7	18	41	17	23	21	12	16	5	10	1	6	2	14	14	14	17	32	2	8	8	9	4	11	22	22	27	23	5	7	16	9	3	15	18	20	1	2	5	5	
Closets for:																																													
Clothes	17	46	6	30	17	43	121	51	48	46	25	33	22	45	13	76	5	28	39	39	20	38	10	42	21	24	22	58	57	56	64	48	27	36	76	41	10	56	34	39	23	56	47	47	
China	2	6	0	0	4	10	57	24	21	19	7	9	6	12	1	6	3	16	28	28	8	15	2	8	7	8	6	16	7	7	22	20	7	10	23	15	3	15	34	7	23	2	24	26	
Cooking utensils	14	39	9	40	12	31	133	58	55	53	35	47	36	73	6	35	10	56	39	39	24	45	10	42	48	55	16	42	59	58	56	42	39	52	93	50	5	29	40	46	16	39	43	48	
Broom and mop	3	8	1	5	2	5	33	14	29	27	17	23	4	8	0	0	2	11	14	14	12	23	5	21	20	23	9	24	16	16	17	16	21	23	33	17	4	22	13	15	2	5	13	18	
Linen	2	6	0	0	1	3	23	9	11	9	9	12	9	18	0	0	5	28	12	12	10	19	5	4	2	2	3	1	9	9	11	8	4	5	13	10	1	6	4	5	2	5	6	6	
Bookcase or shelves	7	19	17	85	20	51	23	9	34	32	39	52	22	45	3	29	7	39	39	9	36	14	58	43	49	16	42	41	40	61	46	33	51	85	46	4	22	30	34	28	62	33	33		
Pantry	7	19	5	25	9	23	35	14	35	33	22	29	13	37	3	18	4	22	17	12	23	5	21	32	37	16	42	30	29	31	26	16	21	53	29	4	22	19	22	6	15	37	37		
Other space	13	36	11	55	15	38	110	46	47	45	37	49	19	39	9	53	7	39	36	23	43	11	46	41	47	8	21	51	50	62	46	43	57	101	55	12	67	39	44	15	36	47	47		
Provision for children's needs:																																													
Furniture	3	8	8	40	4	10	8	3	14	12	9	12	7	14	0	4	22	7	7	1	2	1	4	0	0	5	1	3	6	6	16	16	2	3	23	12			5	6		3	3		
Play equipment	7	19	7	35	13	33	24	10	20	18	10	13	2	4	1	6	3	16	26	26	1	2	15	62	4		4	11	14	14	26	22	9	12	19	10	5	28	21	24	3	7	21	21	
Heating:																																													
Wood	31	86	12	60	31	79	196	82	33	81	70	93	46	94	16	94	17	94	91	91	41	77	18	75	61	70	30	79	85	83	92	71	74	99	170	94	16	89	77	88	41	100	87	86	
Gas	4	11	0	0	0	0	20	8	3	3	0	0	1	2	0	0	1	6	0	0	1	2	0	0	8	9	0		1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
Gasoline	0	0	0	0	2	5	1	4	2	2	0	0	1	2	0	0	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Oil	2	6	0	0	1	3	9	4	3	3	4	5	4	8	0	0	2	11	7	7	3	6	1	4	4	5	0	8	8	10	8	3	13	4	2	1.5	1	9	10	2	5	7	7		
Fireplace	3	8	13	65	7	18	88	37	19	17	15	20	0	0	0	6	35	19	19	23	43	12	50	24	28	7	18	29	28	50	38	18	24	50	27	2	11	17	19	4	10	21	21		
Coal heater	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Lighting:																																													
Oil lamp	20	78	20	100	34	87	66	64	65	87	34	69	16	94	16	89	92	92	51	96	23	96	80	92	32	84	87	85	118	88	73	97	166	92	16	89	82	93	37	90	91	90			
Pine torches	0	0	10	50	7	18	2	1	0	0	2	3	0	0	0	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Fireplace	0	0	10	50	7	18	2	1	0	0	2	3	0	0	0	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								



TABLE XVIII. Continued.

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District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26																				
Number of families	36	20	39	238	105	75	49	17	18	100	53	24	87	38	102	135	75	185	18	83	41	101																							
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																			
Family size:																																													
3-5	11	31	3	15	6	15	59	25	49	47	19	25	28	57	11	65	7	39	47	47	15	28	12	50	43	49	16	42	39	38	47	36	29	39	78	42	6	33	32	56	16	39	47	47	
6-10	23	64	14	70	24	62	124	52	40	38	45	59	20	40	5	29	10	56	59	59	20	38	12	50	23	26	20	53	39	38	47	36	29	39	78	42	6	33	32	56	16	39	47	47	
More	1	3	1	5	1	3	28	11	15	13	7	9	1	2	0	29	1	6	7	7	18	34	0	50	10	12	2	6	50	49	63	47	36	33	44	89	48	9	50	44	50	22	52	47	47
Ages of children:																																													
0-6	13		10	50	11	28	39	16	24	22	22	29	10	20	2	12	4	22	32	32	16	30	6	25	8	9	4	11	20	20	35	28	47	21	28	54	29	4	22	27	31	13	32	15	15
7-13	16	44	14	70	17	43	158	66	53	51	42	55	25	51	5	29	11	61	67	67	35	66	9	38	34	39	22	53	53	52	35	28	29	39	117	64	12	67	50	57	25	61	51	50	
14-20	32	89	14	70	31	79	227	96	81	79	66	88	49	100	15	88	18	100	98	98	48	90	24	100	66	78	37	97	95	93	127	94	51	68	171	94	16	89	79	90	35	85	83	82	
Older	19	53	5	25	11	28	87	37	31	29	35	47	14	29	2	12	6	33	42	42	12	23	7	29	47	54	13	54	40	39	42	33	14	19	66	35	5	28	26	26	9	22	33	33	
Girls enrolled in home economics belong to:																																													
Older group	10-	28	5	25	1	3	26	10	19	17	10	13	8	16	1	6	6	34	29	29	16	30	4	17	9	10	11	29	8	8	26	22	34	45	30	16	1	6	8	9	12	29	13	13	
Middle group	11	33	5	25	11	28	69	29	20	18	16	22	18	16	4	24	5	28	27	27	8	15	6	25	25	39	8	21	30	29	32	26	13	17	36	19	5	28	21	24	5	12	21	21	
Younger	12	17	0		0	11	18	7	13	11	5	7	2	4	0	0	3	16	16	16	10	19	1	4	4	14	16	10	26	4	4	32	26	14	17	36	19	5	28	21	24	5	12	21	21
Is oldest child	5	14	3	15	10	26	53	22	17	16	13	17	12	24	3	18	2	11	29	29	6	11	5	21	10	12	11	29	23	23	32	26	8	10	36	42	23	5	28	35	40	9	22	19	19
Is youngest child	8	22	3	15	7	18	36	15	19	17	9	12	16	33	3	18	1	6	13	13	5	9	2	8	15	17	11	29	23	23	32	26	8	10	36	42	23	5	28	35	40	9	22	19	19
Only child	6	17	0		4	10	20	8	11	9	3	4	0	33	3	18	0	6	8	8	4	8	2	8	15	17	11	29	23	23	32	26	8	10	36	42	23	5	28	35	40	9	22	19	19
Only girl	3	8	1	5	3	8	20	8	16	14	8	11	3	6	4	24	0	6	9	9	4	8	4	17	4	5	5	13	11	11	14	14	15	20	15	8	1	6	11	13	2	5	23	23	
Twin	0		0		1	3	10	4	2	9	0	11	3	2	0	0	0	4	4	4	0	8	4	17	2	2	0	4	4	4	0	0	0	0	0	0	6	3	1	6	2	0	17	9	9
Elderly people living in the home:																																													
Grandfather	2	6	1	5	4	10	19	8	8	8	4	5	6	12	0	4	22	10	10	6	11	1	4	11	13	6	16	8	8	7	5	7	10	6	3	0	10	11	2	5	10	10			
Grandmother	4	21	2	10	2	5	24	10	12	10	13	17	12	24	0	1	6	14	14	11	21	2	8	8	8	9	13	13	13	8	6	9	12	26	14	0	10	11	12	29	25	26			
Others	0		3	15	1	3	1	4	5	5	3	4	0		0	0	0	5	5	0	0	0	0	0	0	0	1	3	3	3	1	1	4	5	3	0	0	0	0	0	0	0	0	0	0
Father's occupation:																																													
Deceased	0		0		0		4	2	0	0	0		0		0		0																												
Farming	15	42	16	80	13	38	124	52	32	31	43	57	9	18	0	2	11	0	0	0	0	0	0	75	32	37	22	58	40	38	56	42	41	55	105	57	8	44	51	88	10	24	40	40	
Unskilled labor	0		11		0		52	22	32	31	20		28		10	6	58	58	58	40	75	18	0	13	44	51	6	16	34	35	57	30	21	28	33	17	5	28	8	9	18	44	30	30	
Skilled labor	0		1	5	4	10	11	4	10	9	3		6		0		33	23	23	7	15	3	0	13	3	4	8	11	11	8	6	4	4	5	14	8	3	15	4	5	1	2	10	10	
Mother's occupation:																																													
Deceased	1	3	0		1	3	0	0	0	0	0		0		0		0																												
Domestic in the home	7	19	3	15	8	23	95	40	29	28	26	28	37	22	0	1	6	0	0	0	0	0	59	31	56	12	6	34	33	40	36	39	52	75	41	0.5	0	0	0	0	0	0	0	0	
Domestic out of the home	11	65	3	15	5	13	69	29	41	39	37	49	37	75	6	5	28	34	34	23	43	14	25	36	41	8	21	34	33	40	36	18	24	48	26	7	39	24	27	26	63	35	35		
Non-domestic	6	17	6	30	12	41	17	13	11	3	3	4	0		0		50	37	37	13	25	6	4	4	8	9	11	29	15	15	17	16	6	8	32	17	3	15	13	15	2	12	12		
Parents have attended:																																													
Grammar school	20	55	7	35	19	48	132	55	40	38	40	53	22	44	11	65	12	67	62	62	33	62	14	53	40	17	18	47	45	44	58	44	55	71	100	54	9	50	45	51	25	61	23	23	
High school	6	17	9	45	7	18	56	24	29	27	16	22	20	40	0		12	67	62	62	33	62	14	25	16	18	47	45	44	58	44	55	71	100	54	9	50	45	51	25	61	23	23		
College	4	21	1	5	8	21	38	16	28	26	13	17	3	6	4	24	6	33	11	11	14	26	6	8	2	1	3	55	16	16	19	18	2	3	20	11	3	15	16	18	1	2	10	10	
Evening school	3	8	2	10	5	13	30	12	3	3	5	7	9	18	0		6	6	6	6	14	0	4	0	0	0	1	3	12	12	14	14	17	23	26	14	1	6	6	7	3	7	1	1	
Extension	0		1	5	1	3	13	5	2	2	2	3	1	2	0		5	5	5	5	10	19	0	8	6	7	1	3	2	2	1	1	13	17	4	0	0	0	0	0	0	0	0	0	
Family attends:																																													
Church	31	86	17	85	33	85	216	91	80	78	67	89	44	89	14	82	14	78	86	86	52	98	2	87	76	87	36	95	94	92	123	92	73	97	167	93	17	94	86	98	38	92	92	91	
Sunday school	27	75	16	80	35	90	216	91	80	78	67	89	44	89	14	82	14	78	86	86	52	98	2	87	76	87	36	95	94	92	123	92	73	97	167	93	17	94	86	98	38	92	92	91	
Prayer meeting	21	58	14	70	27	69	145	61	54	52	55	73	23	48	6	35	16	89	81	81	48	28	19	96	74	84	31	82	90	125	93	48	95	146	80	17	94	82	93	37	90	92	91		
Lodge meeting	15																																												



TABLE XVIII. Continued.

District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	21	22	24	25	26																							
Number of families:	36	20	39	239	103	75	49	17	18	100	53	24	67	39	102	135	75	185	18	88	47	101																							
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																							
P.T.A. meetings	12	33	5	25	13	33	69	29	17	15	20	27	11	22	1	6	2	11	11	11	10	19	11	46	19	22	4	11	37	36	33	27	15	20	36	19	7	39	16	18	8	20	39	39	
H.D. meetings	4	11	3	15	9	23	62	26	9	8	16	22	0	0	0	0	0	8	8	8	14	26	5	21	19	22	4	11	6	6	23	20	0	25	13	2	11	23	26	1	2	24	24		
Picnics	24	67	9	45	22	57	159	67	54	52	54	72	31	63	7	41	13	72	43	43	23	43	17	71	57	66	16	42	71	70	90	70	34	45	132	72	13	72	56	64	24	59	71	70	
Parties	19	53	7	35	18	46	133	56	60	58	5	7	21	43	9	53	8	44	52	52	14	34	15	62	45	52	19	50	48	47	101	77	36	48	109	59	11	61	45	51	31	76	64	63	
Movies	20	55	4	20	16	41	123	52	53	51	51	68	36	73	5	29	9	50	46	46	22	42	13	54	31	36	71	55	58	57	67	50	23	31	100	54	13	72	53	60	21	73	39	39	
Dances	15	42	5	25	10	26	90	38	25	23	30	40	7	14	4	24	7	39	15	15	6	11	3	13	24	28	28	9	24	33	52	40	26	35	91	49	5	28	38	43	30	73	39	39	
Church socials	50	83	14	70	29	69	202	85	82	80	59	78	41	84	14	82	15	83	53	53	42	79	19	79	73	84	26	68	88	86	112	84	61	81	155	85	16	89	79	90	32	78	93	92	
Ball games	25	69	13	65	25	64	174	73	75	73	48	63	31	63	10	59	14	78	61	61	32	60	20	83	62	71	28	74	80	78	112	84	65	87	155	85	15	83	73	83	35	85	73	72	
Family members take active part in:																																													
Checkers	11	65	3	15	10	26	71	30	36	34	26	35	6	12	1	6	5	28	22	22	13	25	8	33	9	10	10	26	29	28	49	38	21	28	45	24	4	22	21	24	14	34	37	37	
Dominoes	13	36	8	40	11	28	73	31	34	32	23	31	4	8	3	18	4	22	28	28	11	21	10	42	12	14	6	16	39	38	48	37	15	20	73	40	3	61	30	34	16	39	40	40	
Cards	13	36	5	25	11	28	82	34	48	46	23	37	12	24	4	24	5	28	32	32	8	23	8	53	25	29	7	18	29	28	64	48	28	37	55	30	6	33	35	40	27	66	54	53	
Tennis	1	3	31	12	10	9	12	16	8	16	12	16	2	12	2	12	0	2	3	3	1	2	4	17	0	0	1	3	19	19	30	25	0	0	38	20	4	22	29	33	10	24	9	9	
Basketball	13	36	7	35	19	48	109	46	42	41	39	52	23	48	10	59	12	67	32	32	34	64	12	50	38	44	11	29	61	60	74	54	35	47	70	38	11	61	40	46	25	61	47	47	
Baseball	13	50	10	50	18	46	128	54	48	46	38	51	29	59	7	41	6	33	30	30	30	57	14	58	39	45	11	29	11	60	70	52	37	49	71	38	11	61	40	46	20	49	58	57	
Family takes recreation together	11	31	11	55	17	43	134	56	54	52	42	55	41	84	4	24	9	50	46	46	36	68	14	58	35	40	14	37	40	39	58	44	36	48	89	48	9	50	47	53	6	15	46	46	
Social activities permitted in the home:																																													
Dancing	10	28	3	15	6	15	54	23	28	26	16	22	2	4	2	12	6	33	9	9	1	2	1	4	9	10	6	16	21	21	37	30	15	20	36	19	5	28	18	20	15	36	20	20	
Card games	11	31	2	10	7	18	69	29	49	47	22	29	5	10	2	12	5	28	27	27	11	21	9	38	28	32	7	18	30	29	41	32	37	49	72	39	8	44	30	34	21	51	47	47	
Club meetings	12	33	9	45	14	36	118	50	48	46	31	41	21	43	1	6	13	72	15	15	26	21	7	29	30	35	10	26	56	55	65	48	20	27	87	47	11	61	32	56	14	34	63	62	
Meals eaten together regularly																																													
All	8	22	6	30	14	36	68	29	58	36	36	48	25	51	1	6	6	33	40	40	22	42	6	25	31	36	16	42	24	33	60	45	20	27	78	42	8	44	30	34	18	44	31	31	
Breakfast	16	44	13	65	15	38	125	53	34	32	25	33	15	31	10	59	6	35	52	52	24	45	16	67	28	32	13	54	47	46	45	35	37	49	64	34	7	39	41	47	17	41	34	34	
Dinner	5	14	0		2	5	13	5	10	9	7	9	4	8	6	35	2	11	3	3	2	4	4	17	6	7	7	6	47	46	45	35	8	11	25	13	0	39	41	47	17	2	9	9	
Supper	22	61	14	70	14	36	138	58	48	46	33	44	18	37	4	24	11	61	55	55	16	30	4	42	33	38	14	37	57	57	53	9	44	59	77	42	10	56	48	55	19	46	52	51	
None	0	0	0		5	13	0		3	3	0	0	0	0	0	0	0	33	40	40	22	42	6	25	31	36	16	42	24	33	60	45	20	27	78	42	8	44	30	34	18	44	31	31	
Newspapers subscribed to:																																													
Daily	19	53	0		7	18	76	32	47	45	25	33	22	45	1	6	9	50	22	22	24	45	8	33	15	17	13	54	41	40	40	32	12	16	36	19	7	39	26	30	4	10	26	26	
Weekly	16	44	5	25	8	21	66	28	17	15	22	29	13	27	3	18	6	33	19	19	13	25	6	21	34	39	2	34	36	35	32	26	9	12	63	34	4	22	31	35	10	24	28	28	
Semi-weekly	2	6	3	15	7	18	36	15	10	9	14	19	3	6	1	6	1	6	8	8	7	13	5	21	6	7	2	6	13	13	19	18	0	0	5	16	9	0	2	3	3	3	3	3	
Telephones	0	0	0		3	8	9	4	7	7	3	4	1	2	0	4	1	6	0	0	3	6	2	8	6	7	2	6	2	2	4	3	15	20	62	33	5	28	32	36	5	12	39	39	
Automobiles	10	28	5	25	15	38	58	24	15	13	26	35	15	31	3	18	11	61	30	30	21	40	6	38	33	38	12	32	41	40	39	2	2	59	75	41	8	44	47	53	7	17	43	43	
Buggy	3	8	1	5	1	3	6	2	2	2	0	0	0	0	0	0	0	0	0	0	3	6	8	0	0	0	1	3	3	3	3	1	39	52	75	41	8	44	47	53	7	17	43	43	
Wagon	16	44	8	40	17	43	107	45	29	27	36	48	3	6	2	18	4	22	34	34	29	53	15	62	20	23	10	26	26	25	72	53	7	10	3	2	0	22	32	36	1	54	36	36	
Food practices																																													
Bought from:																																													
Commissary	0		2	10	0	21	9	4	1	1	1	1	1	1	1	6	0		0	0	0	0	0	4	5	1	3	0		0	0	12	16	65	35	4	22	32	36	0	54	36	36		
Chain store	8	22	6	30	8	54	103	43	30	28	27	36	27	55	7	41	3	17	36	36	34	64	6	25	10	12	14	37	39	38	60	45	65	87	124	14	78	56	64	28	22	68	77	76	
General grocery	25	69	9	45	21	3	175	74	79	77	57	76	23	48	0	53	15	83	81	81	35	66	12	50	49	59	31	82	73	98	75														
Mail order grocery	0		8	40	1	3	2	1	2	2	0				0		0		2	2	0	1	4		0	0	0	0	0	0	0														



TABLE XVIII. Continued.

District	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	21	22	24	25	26																							
Number of families:	36	20	39	238	103	75	49	17	10	11	12	13	87	38	102	135	75	185	18	88	41	101																							
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																							
Staples bought:																																													
In large quantities	23	64	12	60	8	21	164	69	50	48	57	76	45	95	15	88	8	44	72	72	46	87	13	54	31	36	18	47	75	73	88	68	26	35	121	66	10	56	51	58	27	71	59	58	
In small quantities	5	14	4	20	7	18	42	18	34	32	11	15	2	4	0	88	7	39	13	13	4	8	13	7	29	25	29	15	39	26	25	26	22	12	16	40	22	5	28	14	16	27	12	27	27
Baking in the home:																																													
Yeast breads weekly	5	14	3	15	10	26	43	18	13	11	20	28	9	14	0	8	5	28	16	16	8	15	2	8	11	13	5	13	34	33	35	28	4	5	33	17	3	15	26	30	4	10	25	25	
Quick breads daily	31	86	17	85	19	48	206	87	86	84	57	87	42	86	16	94	13	72	88	88	44	83	18	75	53	61	32	84	85	85	101	77	73	97	146	80	15	83	67	76	36	88	84	83	
Quick breads weekly	2	6	2	10	0	48	7	3	5	5	0	0	0	0	0	94	2	11	5	5	1	2	1	4	0	3	8	5	5	1	1	0	0	0	2	11	1	1	0	2	2	2	2		
Serve at least twice a week:																																													
Fresh fruit	19	53	9	45	11	28	110	46	66	64	48	63	18	37	1	6	13	72	31	31	25	47	12	50	34	39	19	50	58	57	67	50	32	43	86	46	13	72	45	51	27	66	57	56	
Dried fruit	19	53	7	35	13	33	127	53	58	56	42	55	33	67	11	65	9	50	58	58	23	47	12	71	30	35	20	59	67	66	72	53	48	64	102	56	11	61	58	66	23	56	61	60	
Green vegetables	30	83	14	70	23	59	195	92	85	83	61	81	46	94	8	47	18	100	84	84	36	68	21	87	72	83	31	82	89	87	106	80	72	96	149	81	17	94	60	68	37	90	87	86	
Milk	31	86	14	70	22	57	198	83	89	97	58	88	42	86	15	86	16	89	88	88	43	81	24	100	68	78	27	71	81	79	117	88	71	95	136	74	15	83	78	89	37	90	85	84	
Butter	29	81	14	70	21	54	195	82	90	88	60	80	42	86	15	88	17	94	90	90	39	74	22	92	55	63	25	66	88	86	116	87	64	85	137	74	15	83	77	89	35	85	83	82	
Eggs	29	81	15	75	16	41	183	77	86	84	55	73	43	88	4	24	15	83	84	84	37	70	22	92	67	77	27	71	86	84	75	55	65	87	147	80	16	89	75	85	39	95	71	70	
Canning in the home:																																													
Meat	10	28	9	45	7	18	66	28	23	21	17	23	6	12	4	24	4	22	29	29	11	21	10	42	18	21	10	26	16	16	52	40	21	28	65	35	4	22	26	30	5	12	30	30	
Vegetables	18	50	17	85	18	46	173	73	65	63	50	67	40	82	17	100	10	56	80	80	37	70	16	67	45	56	25	66	78	76	83	63	37	49	119	65	11	61	56	64	20	40	62	61	
Fruit	13	36	80	19	48	48	201	85	79	77	54	82	41	84	14	82	14	78	82	82	44	83	17	71	54	62	28	74	76	74	104	79	31	41	148	81	16	89	69	79	24	59	74	73	
Cereals are bought:																																													
Ready to serve	17	46	8	40	9	23	124	52	49	47	35	47	32	65	10	59	8	44	37	37	18	34	8	33	15	17	17	45	38	37	91	70	25	33	80	43	8	44	32	36	25	61	60	59	
Uncooked	25	69	1	5	13	33	197	83	72	70	53	71	43	88	15	88	15	83	87	87	39	74	22	92	44	51	26	64	78	76	95	73	55	73	136	74	16	89	63	72	36	88	69	68	
Clothing practices:																																													
Clothing for family:																																													
Made in the home	22	61	13	65	21	54	175	74	60	58	51	68	43	88	12	71	7	39	85	85	46	87	23	96	36	41	28	74	76	74	111	84	56	75	141	76	16	89	62	71	26	63	62	61	
By mother	15	42	11	55	15	38	117	49	55	53	26	35	25	51	6	35	6	33	59	59	29	55	13	54	14	16	22	58	30	29	80	63	35	47	99	54	8	44	42	48	20	49	51	50	
By daughters	5	14	2	10	5	13	32	34	17	15	23	31	10	20	7	41	0	33	25	25	19	55	20	83	27	31	7	18	34	33	55	42	15	20	53	29	12	66	21	24	4	10	24	24	
By other person	0	0	0	0	0	0	2	1	0	0	2	3	0	0	1	6	1	6	9	9	3	6	20	4	0	31	1	3	1	1	1	1	5	7	3	2	0	0	66	21	24	4	10	24	24
By hand	0	0	1	5	0	0	10	4	3	3	4	5	0	0	1	6	1	6	9	9	3	6	20	4	0	31	1	3	1	1	1	1	5	7	3	2	0	0	66	21	24	4	10	24	24
By machine	21	58	13	65	21	54	167	60	58	53	53	71	43	88	12	71	7	39	82	82	17	32	2	8	0	0	0	74	13	13	9	7	0	0	11	6	0	0	5	6	0	0			
Garments made over	13	36	11	55	13	35	130	55	60	58	33	44	36	73	6	35	1	6	2	2	35	66	13	54	24	28	20	53	43	42	86	67	34	45	61	33	14	78	42	48	12	29	49	49	
Person who sews had training	15	42	9	45	14	36	122	51	35	33	37	49	31	63	5	29	3	17	39	39	29	55	18	75	32	38	13	34	59	58	78	62	31	41	81	44	13	72	34	39	15	36	47	47	
Patterns used:																																													
Commercial	15	42	4	20	14	36	120	50	60	58	41	54	38	78	7	41	3	17	53	53	29	55	18	75	32	37	17	45	47	46	83	65	19	25	82	44	10	56	47	53	18	44	50	49	
Home made	5	14	10	50	13	33	82	34	22	20	19	25	5	10	3	18	3	17	60	60	26	49	7	29	15	17	14	37	44	43	66	49	29	39	83	45	6	33	32	36	15	36	29	29	
None	2	6	2	10	6	15	26	10	10	8	8	11	0	0	2	12	2	11	27	27	8	15	2	8	7	8	5	13	17	17	20	18	14	19	21	11	2	11	9	10	13	32	10	10	
Bought clothing from:																																													
General store	27	75	16	80	2	54	187	79	80	78	59	78	47	96	15	88	14	78	86	86	41	77	21	87	46	53	32	84	89	87	111	84	73	97	151	83	15	83	65	74	15	36	58	57	
Mail order	14	39	13	65	15	38	83	35	28	26	28	37	4	8	10	59	5	28	47	47	27	51	15	62	30	35	13	34	51	50	76	56	45	60	100	54	6	33	52	59	9	22	24	24	
Care of clothing:																																													
Laundry done at home:																																													
For family	36	100	18	90	26	67	210	88	101	99	75	100	49	100	16	94	18	100	100	100	53	100	24	100	78	90	37	97	102	100	134	99	75	99	175	96	18	100	88	100	31	16	76	75	
For others	7	19	1	5	0	7	36	15	24	22	9	12	14	29	4	24	7	39	20	20	5	9	3	13	22	25	6	15	42	41	81	64	10	13	25	13	4	22	18	20	9	22	19	19	



Table XVIII. Continued.

District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	21	22	24	25	26																							
Number of families:	36	20	39	238	103	75	49	17	18	100	53	24	87	38	102	135	75	185	18	83	41	101																							
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																							
Dry cleaning done at home	17	46	14	70	16	41	86	36	55	53	3	4	12	24	15	88	4	22	47	47	37	70	15	62	25	29	16	42	47	46	80	63	41	55	112	61	11	61	30	34	30	73	41	41	
Patronize: Commercial laundry	0		0		0		10	4	5	5	4	5	1	2	0		1	6	4	4	2	4	1	4	0		0		0		5	4	1	1	4	2	0		1	1	0		4	4	
Dry cleaning establishment	20	55	4	20	10	26	110	46	50	48	32	43	37	75	10	59	7	39	31	31	28	53	14	58	14	16	16	42	67	66	58	44	37	49	89	48	7	39	34	39	19	46	41	41	
The high school girl:																																													
Has room alone	7	19	5	25	11	28	64	27	27	26	22	29	15	31	2	12	6	33	33	33	16	30	10	42	23	32	10	26	42	41	44	34	16	21	51	28	7	39	25	28	9	22	34	34	
Shares room	24	67	13	65	14	36	151	65	73	70	51	68	32	65	15	76	10	56	63	63	33	62	13	54	40	26	68	56	55	85	66	34	57	76	112	61	10	56	53	60	32	73	62	61	
Works for money	21	58	1	5	3	8	73	31	53	51	22	29	35	71	3	18	12	67	36	36	29	55	10	42	33	38	10	26	21	21	48	37	25	33	49	27	14	78	23	26	26	63	44	44	
Works for room and board	0		0		0		10	4	2	2	0	29	0	71	0		0		2	2	0	0			0			1	3	1	1	0	4	5	0	0			1	1	0		0		
Takes part in church activities	18	50	7	35	20	51	185	78	80	78	51	68	43	88	9	53	13	72	79	79	39	74	19	79	47	54	27	71	84	82	94	72	44	59	135	73	18	100	56	64	30	73	81	80	
Takes part in school activities	11	31	7	35	18	46	164	69	48	46	43	57	30	61	8	47	7	39	67	67	43	81	14	58	31	24	15	39	71	70	75	55	32	43	43	62	12	167	50	57	27	66	53	52	
Belongs to a girl's club	13	36	15	75	19	48	158	66	95	92	46	61	28	57	4	24	11	61	54	54	33	62	16	67	19	22	12	32	41	40	81	64	31	41	117	64	10	56	36	41	32	54	61	60	
Entertains girl friends in home	27	75	16	80	23	59	202	85	52	49	67	89	44	89	14	82	18	100	94	94	39	74	23	96	62	71	31	82	90	88	114	86	64	85	153	84	15	83	69	79	40	98	91	90	
Entertains boy friends in home	16	44	9	45	17	43	139	58	20	18	46	61	42	86	5	29	11	61	74	74	22	42	19	79	45	52	20	53	64	63	82	64	44	59	118	64	12	67	53	60	27	66	57	56	
Household duties which high school girl performs independently:																																													
Cleans own room	9	25	5	25	13	33	150	63	56	54	39	52	38	78	9	53	13	72	49	49	15	28	13	54	30	35	15	39	57	56	68	50	40	53	104	57	9	50	47	53	16	39	57	56	
Mops floors	8	22	2	10	11	28	132	55	53	51	33	44	34	70	10	59	10	56	40	40	13	25	11	46	31	36	10	26	52	51	53	40	33	44	73	40	12	67	48	55	15	36	53	52	
Plans meals	14	39	2	10	4	10	79	33	35	33	17	23	12	24	7	41	6	33	25	25	20	38	9	38	22	25	7	18	50	49	24	21	20	27	55	30	7	39	27	31	6	15	27	27	
Mends and darns	11	31	1	5	5	13	61	26	33	31	19	25	5	10	6	35	6	33	18	18	19	36	9	38	15	17	6	16	27	26	27	23	19	25	40	22	6	33	17	19	12	29	20	20	
Prepares school lunches	5	14	9	45	3	8	72	30	41	39	21	43	10	20	1	6	9	50	29	29	8	15	4	17	24	28	4	11	34	33	30	25	22	29	46	25	7	39	19	22	3	7	30	30	
First aid	5	14	2	10	0		12	5	2	2	7	9	6	12	0		1	6	18	18	21	40	2	8	4	5	1	3	9	9	8	6	5	7	32	17	2	11	6	7	1	2	4	4	
Selects articles for own room	12	33	1	5	8	21	73	31	40	38	18	24	13	27	1	6	7	39	17	17	20	38	6	25	10	12	10	26	38	37	32	26	15	20	56	30	5	28	30	34	4	10	28	28	
Repaints interior																																													
woodwork	4	21	0		2	5	17	7	4	4	5	7	9	18	2	12	1	6	6	6	13	25	5	25	8	9	4	11	3	3	4	3	5	7	19	10	0		9	10	1	2	7	7	
Makes draperies	9	25	1	5	3	8	40	17	13	11	10	13	11	22	0		2	11	18	18	15	28	9	38	10	12	2	6	20	20	17	16	10	13	33	17	1	6	13	15	1	2	29	29	
Arranges flowers	8	22	3	15	10	26	105	44	50	48	35	47	30	61	1	6	8	44	31	31	11	21	9	38	23	26	12	32	37	36	51	39	22	29	58	31	11	61	20	23	3	7	29	29	
Washes dishes	12	33	10	50	13	33	140	59	70	68	37	49	36	73	10	59	11	61	46	46	16	30	12	50	48	55	17	45	67	66	71	52	43	57	89	48	9	50	50	57	24	59	65	64	
Cares for pets	9	25	4	20	6	15	63	26	35	33	19	25	31	43	6	35	6	33	21	21	11	21	4	17	18	21	8	21	32	31	29	24	27	36	42	23	8	44	27	31	15	36	32	32	
Washes clothes	16	44	4	20	11	28	70	29	50	48	20	18	19	39	10	59	8	44	17	17	15	28	12	50	32	37	8	21	35	34	39	31	35	47	55	30	7	39	29	33	13	32	42	42	
Preserves foods	12	33	3	15	4	10	44	18	18	16	10	13	6	12	4	24	4	22	10	10	17	32	4	17	11	13	3	8	21	21	13	10	5	7	32	17	3	15	18	20	5	12	22	22	
Repaints furniture	9	25	0		3	8	23	9	11	9	8	11	13	77	1	6	2	11	6	6	18	34	4	17	20	23	3	8	12	12	10	8	11	15	22	12	2	11	13	15	3	7	18	18	
Cares for milk products																																													



TABLE XVIII. Continued.

District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	21	22	24	25	26																							
Number of families:	36	20	39	238	103	75	49	17	18	100	53	24	87	38	102	135	75	185	18	88	41	101																							
	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered	Number answered	Percent answered																							
Arranges furniture	11	31	5	25	5	13	85	36	37	35	21	43	25	51	1	6	7	39	24	24	14	26	5	21	30	35	10	26	39	38	41	32	23	31	57	31	8	44	30	34	7	17	43	43	
Cares for lawn and flowers	11	31	2	10	2	5	57	24	26	24	17	23	20	40	1	6	6	33	20	20	22	42	8	33	23	26	5	13	24	24	32	26	24	32	53	29	5	28	11	13	8	20	31	31	
Cares for chickens and cows	9	25	1	5	0	32	13	17	15	9	12	13	27	0	0	6	6	33	9	9	27	51	5	21	14	16	5	13	19	19	10	8	21	28	35	18	3	15	9	10	8	20	24	24	
Cares for garden	15	42	0	0	0	20	8	16	14	7	9	18	18	1	1	6	2	11	8	8	26	49	8	33	11	13	4	11	14	14	4	3	13	17	23	12	1	6	7	8	20	24	24		
Packs father's lunch	4	21	4	20	1	3	32	13	18	16	10	3	10	20	3	18	1	6	8	12	23	6	25	8	9	2	6	14	14	20	18	9	12	28	15	2	11	11	13	3	20	19	19		
Nurses the sick	12	33	3	15	1	3	29	12	12	10	11	15	6	12	1	6	4	22	10	10	23	43	2	8	5	6	5	13	20	10	8	2	3	39	21	4	22	11	13	6	7	24	24		
Plans family budget	7	19	3	15	1	3	20	8	8	8	8	11	7	14	0	0	0	11	11	16	30	2	8	5	6	2	6	15	15	10	8	4	5	26	14	3	15	5	6	15	22	22			
Buys and markets	7	19	0	0	3	8	32	13	24	22	15	20	7	14	2	12	4	22	19	19	14	26	8	33	17	20	3	8	33	32	30	25	30	40	30	16	1	6	19	22	19	12	11	11	
Cares for kitchen	12	33	4	20	4	10	33	33	43	41	21	28	21	43	6	38	10	56	17	17	22	42	8	33	24	28	11	29	45	44	44	34	49	65	58	31	8	44	25	28	21	46	42	42	
Cooks meals	10	28	7	35	9	23	76	32	50	48	28	37	17	35	9	53	9	50	31	31	14	26	14	58	28	32	11	29	53	52	51	39	42	56	68	37	7	39	32	36	20	51	52	51	
Makes beds	9	25	8	40	12	31	107	45	59	57	40	53	32	65	9	53	10	56	48	48	12	23	19	79	31	36	15	39	69	68	68	50	53	71	91	49	12	67	43	49	23	49	54	53	
Irons	10	28	8	40	11	28	108	45	64	62	36	48	32	65	9	53	12	62	40	40	15	28	18	75	37	43	13	34	64	63	71	52	43	57	91	49	10	56	45	51	23	68	63	62	
Earns spending money	20	55	14	70	15	38	125	53	64	62	39	52	32	65	10	59	12	67	41	41	36	68	16	67	35	40	13	34	43	42	77	57	19	25	107	58	11	61	42	48	28	56	55	54	
Duties with which high school girl assists:																																													
Cleans own room	18	50	12	60	11	28	54	23	46	44	29	39	12	24	2	12	5	28	42	42	25	47	9	38	28	32	20	53	22	22	40	32	33	44	67	36	6	33	24	27	25	61	35	35	
Mops floors	16	44	14	20	12	31	77	32	37	35	34	45	14	29	3	18	8	44	51	51	27	51	8	33	38	44	19	50	31	30	50	38	34	45	90	49	5	28	24	27	25	61	35	35	
Plans meals	10	28	13	65	18	46	121	51	54	52	47	62	33	67	5	29	8	44	60	60	28	53	15	62	35	40	20	53	43	42	52	40	43	57	103	56	8	44	41	47	30	61	43	43	
Mends and darns	18	50	12	60	15	38	106	45	39	37	27	36	31	63	4	24	5	28	54	54	20	38	10	42	29	33	17	45	41	40	70	52	29	39	83	45	7	39	37	42	19	73	35	35	
Prepares school lunches	11	31	8	40	15	38	68	29	18	16	25	33	15	31	2	12	4	22	37	37	28	53	16	67	30	35	11	29	26	25	38	30	62	83	83	45	6	33	24	27	21	46	30	30	
First aid	6	17	10	50	10	26	75	32	20	18	20	27	25	51	2	12	3	17	24	24	2	4	8	33	9	10	10	26	21	21	33	27	21	28	56	30	7	39	35	40	13	5	33	33	
Select articles for own room	8	22	9	45	7	18	86	36	26	24	34	45	27	55	3	18	3	17	48	48	16	30	13	54	26	30	10	26	40	39	51	39	23	31	80	43	8	44	32	36	27	66	31	31	
Repaints interior	5	14	7	35	8	21	76	32	34	32	29	39	25	51	0	0	1	6	27	27	7	13	5	21	6	7	6	16	24	24	41	32	14	19	47	25	9	50	21	24	14	34	29	29	
Makes draperies	6	17	4	20	9	23	57	24	30	28	22	29	21	93	0	0	1	6	26	26	13	25	6	25	23	26	11	29	25	25	38	30	11	15	55	30	8	44	25	28	16	34	29	29	
Arranges flowers	15	42	9	45	8	21	70	29	35	33	19	25	14	29	2	12	5	28	34	34	30	57	14	58	21	24	14	37	27	26	46	36	6	8	88	47	3	15	33	38	23	39	23	23	
Washes dishes	19	53	12	60	10	26	64	27	31	29	33	44	12	24	6	35	5	28	52	52	32	60	10	42	19	22	19	50	30	29	39	31	28	37	81	44	6	33	28	32	17	56	28	28	
Cares for pets	12	33</																																											



TABLE XVIII. Continued.

District:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	21	22	24	25	26																						
Number of families:	36	20	39	238	103	75	49	17	18	100	53	24	87	38	102	135	75	185	18	88	41	101																						
	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered	Number answered	Per cent answered																						
Helps in field	13	36	16	80	16	41	115	48	72	70	40	53	33	67	10	59	4	22	74	74	41	77	19	79	38	44	22	58	58	57	78	62	59	79	111	61	10	56	47	53	16	39	50	49
Packs father's lunch	4	21	8	40	7	18	50	21	22	20	15	20	14	80	2	12	3	17	24	24	12	23	7	29	10	12	8	21	19	19	29	24	22	29	38	20	9	50	16	18	7	17	14	14
Nurses sick	10	28	11	55	16	41	116	49	39	37	26	35	28	57	4	24	3	17	42	42	15	28	13	54	16	18	10	26	29	28	57	43	32	43	67	36	7	39	40	46	20	49	29	29
Plans family budget	5	14	4	20	19	48	70	29	36	34	22	29	23	48	1	6	0		33	33	16	30	16	67	16	18	13	34	42	41	55	42	29	39	56	30	8	44	33	38	22	54	38	38
Buys and markets	17	46	6	30	15	38	109	46	45	43	30	40	34	69	8	47	5	28	48	48	16	30	10	42	15	17	13	34	41	40	67	43	25	33	78	42	12	67	30	34	19	46	32	32
Cares for kitchen	16	44	12	60	19	48	115	48	53	51	37	49	20	40	8	47	5	28	77	77	22	42	12	58	36	41	22	58	44	43	60	45	20	27	105	57	6	33	42	48	20	49	41	41
Cooks meals	17	46	9	45	11	28	115	48	43	41	41	54	24	49	4	24	3	17	63	63	33	62	3	33	23	26	16	42	34	33	52	40	25	33	93	50	6	33	35	40	20	49	34	34
Makes beds	19	53	8	40	10	26	95	40	33	31	28	37	14	29	5	29	4	22	50	50	27	51	3	13	24	28	18	47	23	23	46	36	18	24	77	42	5	28	28	32	13	32	34	34
Irons	20	55	9	45	11	28	93	39	33	31	36	48	14	29	5	29	4	22	59	59	27	51	4	17	20	23	19	50	38	37	46	36	30	40	82	44	7	39	26	30	18	44	37	37